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ABSTRACT

This handbook, which is intended for adult and community education (ACE) organizations and vocational education and training (VET) providers, outlines more than 40 practical successful pathway models that provide opportunities and options for women's transition from informal, noncredit ACE courses to accredited VET courses. Discussed in the first third of the handbook are the following: the purpose and process of pathway planning; good practice; 10 models for pathway planning (the entry point model, the Certificate of General Education for Adults as a pathway model, the paths to employment model, integrated models, provider partnerships, community development, volunteer worker to VET training, culturally appropriate pathways, statewide strategies, and open learning as a pathway strategy); guiding principles for planning pathways; the pathway idea; and pertinent acronyms. The remaining two-thirds of the handbook consists of descriptions of 46 programs patterned after the 10 models. Each program description contains some or all of the following: descriptions of the program's origins and key features; provider profile; contact information; and detailed description focusing on the program's target audience, innovative courses and/or services offered, program prerequisites (if any), and program outcomes. Concluding the handbook are icons and indexes to themes, organizations, models, and a glossary of icons. (MN)

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Planning Pathways: A Resource

For developing Pathways for Women from Adult Community Education to Vocational Education and Training

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Planning Pathways

A resource for providers developing pathways for women from ACE to VET

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Helen Kimberley

Research Centre for Vocational Education and Training

University of Technology, Sydney

Managed by the Western Australian Department of Training

A project funded by the Australian National Training Authority through the Vocational Education and Training Women's Taskforce of the Ministerial Council for Education, Employment, Training and Youth Affairs (MYCEETYA)

Planning Pathways: A resource for providers developing pathways for women from ACE to VET

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The views and opinions expressed in this document are those of the authors and the project team and do not necessarily reflect the views of the Australian National Training Authority or the Western Australian Department of Training.

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Foreword

Women enter and re-enter education and work at critical phases of their lives. The VET system needs flexibility to cater to their needs.

Women's decisions will be based on knowledge of available pathways..

(National Women's Vocational Education and Training Strategy, 1996)

The *Planning Pathways* handbook is a valuable resource for both ACE organisations and VET providers. It outlines more than 40 practical successful pathway models that provide opportunities and options for women's transition from informal , non-credit courses to accredited vocational courses.

The models highlight the holistic nature of pathway development. They also acknowledge the ability of the ACE sector and the VET system to be responsive and effective when working together to meet women's vocational education and training needs.

Each model evolved to meet a unique set of circumstances and each can be used as a guide to establishing new pathways for other learners. The contact information that is included with each model facilitates pathway planning and further assists providers to meet the needs of their learners.

The diversity of the pathways is testimony to the flexibility of ACE /VET articulation , and provider knowledge of these pathway opportunities will give women throughout Australia greater choice in vocational education and training.

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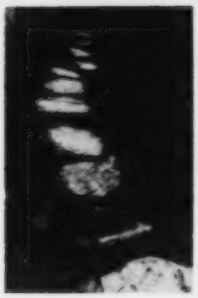


What is pathway planning?

Pathways which lead from Adult Community Education (ACE) to accredited Vocational Education and Training (VET) are an important way Australian women can gain access to accredited training. ACE providers include Neighbourhood Houses, Workers Education Associations and community adult education centres, and in some states, TAFE institutes.

Large numbers of women participate in ACE - on average they comprise up to 70% of participants. The linkages which can be made between ACE and formal VET courses are especially important for women who are identified as disadvantaged by the National Women's VET Strategy - indigenous Australians, women of non-English speaking background, rural and isolated women, women with low levels of language and literacy, women with disabilities and women in transition.

An aim of the Women's Strategy is to promote the increased participation of and more equitable outcomes for these groups.

Pathway planning describes the processes adult educators can use to develop or enhance the pathways which women take from informal/non-accredited adult education courses to accredited courses.

This booklet aims to help both ACE organisations and other VET providers such as TAFE to understand more about how pathways can be planned and developed.

The case studies in the booklet are a rich source of information about how ACE operates, providing important entry points for groups of people to formal/accredited education in their adult lives. Other examples show how mutually supportive partnerships can be developed between ACE and TAFE Institutes to bring VET to remote and isolated communities.

The examples are chosen as 'models' of good practice from interviews conducted for a project conducted under the National Women's VET Strategy funded by the Australian National Training Authority to develop better pathways.

There is much to be learned from the accumulated experiences of many of the organisations whose work is reported (all too briefly) here. The authors acknowledge the generosity of the staff and providers who gave their time to make the information available.

The booklet has several sections -

- an introductory section explaining the project and its rationale, exploring the 'pathway' concept and the idea of good practice

- a large collection of examples which highlights the provider and a description of their pathway approach and its key features
- a comprehensive index to the material, by organisation, theme and type of pathway model

The pathway planning project aims to build up a detailed picture of the formal and informal ACE-VET linkages and arrangements and communicate this to providers in a print form.

The project documented 'what models or practices exist in States and Territories that provide formal or informal pathways, linkages or articulation from non-accredited adult and community education programs to accredited programs of VET'.

A separate project report explains the rationale for the project, reviews the growing Australian literature on ACE and pathways, describes some 50 examples of pathway planning in different States and Territories and draws conclusion for improving pathways.

The research was conducted by the Research Centre for Vocational Education and Training at the University of Technology, Sydney by John McIntyre and Helen Kimberley (of Kimberley Consulting). The project was a National ACE project funded by the Australian National Training Authority and managed by the Western Australian Department of Training.

Good practice

The pages of this Handbook describe many different examples of pathway development for women. These are 'models' of good practice in planning pathways in ACE.

A helpful concept of 'good practice' in adult community education was suggested by Delia Bradshaw in her collection of case studies of ACE in Victoria, *Multiple Images, Common Threads* (Bradshaw, 1995).

Delia Bradshaw says that good practice should not be narrowly thought of in technical terms, but must look to the 'why' of the curriculum, 'the site where learning is determined ... where all the forces and factors that want to have a say in education intersect', influencing all other aspects of practice.

Judging 'good practice' means looking closely at what 'good' the curriculum assumes - what individual and social benefits it promises. No single educational theory or policy position delivers 'good practice' and questions about the good are not simple.

> Therefore it is important in looking for the values which are built into the examples of pathway planning, to ask are they 'good' values, to analyse them in relation to other possible 'goods', to decide whether some 'goods' are better than others and to justify those decisions. In other words, 'good' is an ethically and politically loaded concept, with as many definitions as there are people and positions.

So, determining what is good practice comes down to describing which visions of individual and social 'good' are the most desirable ones and which practices realise those 'goods'. This means it is important not only to look at what providers say they are doing with pathways - the 'how' of the program - but to look into the rationale and the philosophy, or the 'why' of things.

Quite full descriptions of the pathway planning approaches of providers are given for this reason. The 'philosophy' of the approach is the key. Documenting good practice must take account of the values found in the 'ethos' of provision. Each example says something about both the individual and social benefits it is attempting to realise.

Delia's words are worth quoting here:

> ... the 'why' of curriculum, given its all-pervasive influence, deserves primacy of place. As everything else, the what, the how, the who and the where are determined by the why, it is the key determinant of what makes for good practice. If the why is narrow and shallow, so too will be the inputs, the processes and the outcomes. If the why is broad and deep, so too will be the inputs, the process and the outcomes. In many documents on

> curriculum, the who, where, and less often, the how, feature prominently, sometimes even exclusively. Many seem to ignore the why. For all the reasons cited it is vital that the why, the philosophical and ethical justification is given its rightful place of honour in discussions and decisions about good practice curriculum (1995, 138).

In the many examples provided here, the 'why' is given that 'primacy of place'. The educational and social values of particular 'models' are an important aspect of pathway planning, not a side issue. Pathways, as the examples illustrate, are developed because community providers have commitments to key values such as access and equity in adult learning.

A project examining 'good practice' in ACE will inevitably and rightly raise questions about the values and philosophies within the vocational education and training system. Does the system sufficiently acknowledge the contribution of community-based adult education provision and the 'goods' which it delivers?

Delia Bradshaw wrote that -

> ... good practice means contributing to individual and social well-being, simultaneously attending to vocational, personal, family, community and social goals and outcomes, ... good practice simply has to include a judicious attentiveness to the claims, needs and demands of all the stakeholders. In the final analysis, when the choice is made between all the contending stakeholders, this paper concludes that it is imperative those making the choice can clearly justify on ethical and philosophical grounds as well as on historical and political ones, the particular conglomeration of interests favoured (1995, 138).

Models for pathway planning

Through over fifty interviews, ACE organisations gave rich accounts of their pathway planning processes. It is difficult to convey these accounts in their fullness - inevitably, something is lost in the 'models' described. They are abstractions from complex sets of arrangements embedded in community practice.

It is important to recognise the complex nature of good practice. When research classifies and names 'models' in order to convey important principles to guide practice, this underlying complexity needs to be borne in mind. Any 'model' has many features and 'good practice' in planning pathways is actually a composite of many good practices. Particular strategies or services are blended to achieve an appropriate pathway for a group of women.

Effective pathway development is an holistic and multi-faceted process. Pathways are embedded in the organisational culture of many community providers. Advice and counselling, emotional support, child care, employment services, networking with other agencies and specific arrangements with VET providers are different strands of community practice which may be brought together in creating pathways. This is especially so for disadvantaged women.

Thus, the examples described in this booklet try to do more than simply summarise the 'bare bones' of pathway models. They try to bring the principles which each provider sees as important to the success of their pathway planning.

These include the importance of providing first learning experiences in a supportive environment, of having a comprehensive range of options, of advising and informing women about their choices, of negotiating and customising content and delivery to achieve the outcomes they wanted, and so on.

The models are named and classified to highlight different aspects of the analysis of pathway development. In turn, the models embody some key principles for developing pathways. The models are listed below and then briefly introduced to the reader. A later section sets out some guiding principles suggested by the models.

The models are:

- Entry point models
- The CGEA as an entry point
- Path to employment models
- Integrated models

- Provider partnership models
- Community development models
- Volunteer worker to VET training model
- Culturally appropriate pathway models
- Statewide strategies
- Open learning as a pathway strategy

Entry point models

Many pathway arrangements could be described as entry or 'starting point' models. It is common for ACE providers to observe that a course can be a bridge to further learning, the first step in a pathway. An informal non-credit course is organised as a means of reintroducing women to learning through a positive experience in a supportive environment. This may be deliberately linked by the provider to other follow-on options. Confidence in learning can be an outcome of any course.

The CGEA as an entry point model

Since many disadvantaged women have low levels of English language and literacy, adult literacy is often a key starting point. The Certificates in General Education for Adults has probably been the single most important pathway for such women. Volunteer tutor schemes have played an important role in neighbourhood houses. With the expansion of labour market programs in the 1990s, the role of ACE providers also expanded. Pathways are now thought of as combining literacy and numeracy needs with other options including vocational education and training.

Path to employment models

One pathway model is a variation of this, in which local employment for women is the main consideration. These are often programs of specific occupational training which allow women to take advantage of local employment opportunities, especially in child care or office skills. They are proven starting points for employment and numbers of women are demanding them precisely because they are offered in a flexible, convivial and supportive way in community settings rather than in less flexible, more remote and less supportive formal institutions.

Integrated models

An integrated model brings together several components in order to meet the needs of a particular group of women. This occurs within the ACE organisation which provides a range of options. Pathways are planned and developed largely within the one provider from an 'entry point' to another experience such as an accredited vocational course.

In general, integration of components is an important guiding principle for pathway development. An integrated model can have features such:

- Bringing together ESL, literacy, numeracy, workplace education and general adult education options for students in order to meet a range of needs and make best use of scarce resources.
- Supporting pathways through the organisational and learning culture - students are individually cared for and the organisation is dedicated to the

development of confidence and self esteem as well as the acquisition of competencies, and there are strong relationships between teachers and students and teachers who work collaboratively across areas.

- Including work experience in the curriculum and adapting the content to ensure that training is practical and relevant to the workplace.

Some community centres are able to bring together different options with a high level of individual and group support and counselling. There is a clearly articulated developmental model based on actual experience and successful outcomes.

Provider partnership models

Another family of models refers to pathways from ACE to an accredited course in TAFE, or other VET provider. There a number of variations of partnership models:

- A small ACE provider may act as an *outpost or a feeder* for a larger VET provider such as a TAFE college, in an 'outreach' of VET courses to a small community
- There can be a *partnership of equals*, which does not depend upon the providers being of similar sizes, but on effective working relationships
- In some states *inter-agency collaboration* has developed as a way of working for some community centres in disadvantaged areas

A small ACE centre may act as a feeder for accredited courses or agree to be an extended campus of a larger regional TAFE institute (or other VET provider) or the partnership can be well established and based on a collaboration of equals in sharing resources to mutual benefit.

Inter-agency collaboration is a strategy for community centres in disadvantaged areas which are not primarily funded as 'ACE providers' but which have a key role in creating pathways to education and training. They may see their role as 'brokering educational options' for the community and the focus is on advice, referral and support for students at other local education providers.

Community development models

Another group of models combines elements of both 'within ACE' pathways and 'ACE to other provider' pathways. Pathway planning is embedded in a complex and well-developed community-based service that is in touch with its community including other agencies and organisations. These are called community development models.

This model is often found in community centres which provide a comprehensive social, educational and employment program. The model has an 'integrated' approach to pathways which depends on bringing together various services. The program is based on analysis of local needs and aims to develop and enrich the community - it is 'community based not course based'.

This model is distinguished by its outward looking approach to the community which combines linking business, employment and training with supportive community work.

Volunteer worker to VET training

This model is related to the community development model in that women are started on a pathway via involvement with a complex community organisation in which their volunteer work is an integral and valued part. This model makes

use of the blurring of boundaries which separate "service provider" from "service user". Participants are often women who have been clients of a Centre's sevices who then, as part of the process of their own self-empowerment return to the Centre in a volunteer role which enables them to "give back" to the community. Volunteer work is an effective strategy to enable women to make a transition into accredited training and the workforce. By doing 'real', if unpaid work, supported by relevant training, women gain confidence in their skills and build up a network of contacts.

This model also makes use of other strategies, such as creating partnerships and using an integrated approach, but the significant difference is the use of volunteering as a way of opening up possible pathways.

Culturally appropriate pathways

Strategies to develop pathways for indigenous women to VET have to incorporate a recognition of the great diversity of their situations and culture.

While negotiating culturally appropriate arrangements is crucial for indigenous women's access and equity, it is important to note that it applies as a general principle in developing pathways for other groups, especially but not only non-Enlish speaking background (NESB) women. Good practice takes into account the culture and social, economic and political situation of the participants, where providers are working to counter oppression, not simply disadvantage.

Similarly, there can be specific programs for equity target groups. The organising principle is one of responding to the educational or employment needs of a particular equity target group, designing an appropriate course and ensuring that appropriate support and resources are available to ensure its success.

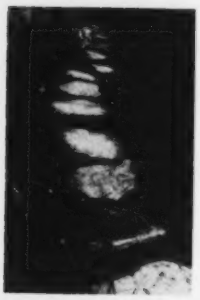
Statewide strategies

Numerous system or state-wide strategies can facilitate a pathway. A state or regional agency such as a regional ACE council (found in Victoria and NSW) can play a role in smoothing the progression of students from ACE to TAFE by making credit transfer arrangements explicit and clear. This strategy includes credit transfer and recognition of prior learning.

Open learning as a pathway strategy

Larger states, with many small communities geographically remote from main centres and their VET providers have developed open learning approaches to extend women's options for VET. Elsewhere, the potential for bringing together small and isolated communities is being realised through telecommunications technology and the creation of 'telecentres'.

New communication can support strategies to overcome barriers to women's access to appropriate VET based in their own localities. Interactive communication tools, such as audio graphics conferencing, can be used to give isolated women access to training programs allowing them to return to the work force. An important feature of the system is that education and training activities may originate from any location, enabling and empowering small and large communities to deliver as well as receive courses.

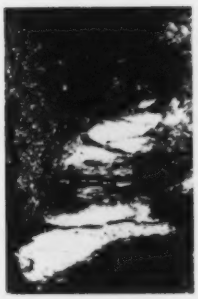


Guiding principles for planning pathways

There are broad principles which are helpful in developing pathways. In many ways these principles are already part and parcel of good practice in community adult education. These principles are evident in the different 'models' of pathway development.

Pathway planning is facilitated where providers -

- engage in responsive provision to their communities as the basis of pathway planning **[community responsiveness]**
- develop customised training packages at the local level to meet the needs of specific groups of learners **[localisation]**
- understand pathway entry points in terms of a range of options and experiences available to learners, and do not limit pathways to linkages between formal courses **[informality]**
- assist learners to assess their educational and life experiences, needs and goals in defining pathway options **[individualisation]**
- design the timing, venue, process, activities and tutoring to reflect the needs and goals of individuals from the target group **[adaptation]**
- integrate adult literacy and vocational training, rather than make completion of literacy a barrier to vocational learning **[integration]**
- develop training which targets the preferred and available local employment of a group of learners and offer relevant and practical training, including accredited courses **[vocation]**
- develop partnerships with VET providers to provide a greater range of accredited courses and maximise the vocational options for learners **[collaboration]**
- network with other community agencies to ensure that participation in courses is supported by appropriate services **[networking]**
- negotiate culturally appropriate pathways with Aboriginal and Torres Strait Islander communities, and for other cultural groups **[cultural appropriateness]**
- develop packages of funding from a variety of sources to create flexible, responsive pathways **[resourcefulness]**
- exploit the development of open and flexible learning approaches and technologies to promote pathway optionsparticularly for women in remote communities **[access]**



The pathway idea

Pathway is a powerful metaphor. It brings many meanings into play when used to refer to women moving from an informal / non-accredited ACE course to an accredited VET program. It is helpful to explore some of these meanings.

The Shorter Oxford Dictionary records that both *path* and *way* are English words of ancient origin. A path is a way 'beaten or trodden' by the feet of people and animals but 'not expressly planned and constructed'. Thus, a *pathway* is made or found from one place to another.

An educational pathway suggests a linking of educational locations which is informal and made by the coming and going of learners. Educational pathways are a means of crossing boundaries from one 'territory' of provision to another.

Paths then, are made, and thus there were *pathfinders* who found the way, perhaps around obstacles or over barriers. Barriers may be found at the end of a path - learners may have 'beaten a path' to an educational door only to find their way denied. Educational pathways raise questions of access to institutional spaces, of finding a way through gates which may be locked or doors which are barred.

A path has an element of choice and direction - the way is not an aimless wandering but a purposing ('two roads diverged in a wood and I / took the one less travelled by' in Frost's well-known poem). The choice once made leads to certain experiences on the 'road taken' but also a foregoing of other ways and experiences. Though a path may be well-trodden, it may still bring difficulties.

The path may exist, but it still has to be taken. Thus pathway also suggests travelling or journeying, and implies that qualities of wayfaring or venturing are needed. Venturing suggests a certain openness to experience and preparedness to face uncertainties, risks or even dangers. A pathway may mean some personal change as a result of setting out on a search for a new identity.

Path can also imply *progress* from one degree of knowledge to another - Path as philosophical or religious Way. For this reason, the idea of pathways has undercurrents of education as *morally uplifting* or enlightening. Such meanings may even be pressed on the venturing learner - 'this path is good for you, it is better for you if you go in this direction'. Organised learning presumes some such benefits, and some worthwhile outcome is implied in the choice of an educational pathway.

Pathway also has meanings associated with the *mapping of routes*, or ways to journey from one place to another. A pathway may be 'made out' from some vantage point as well as 'made out' in retrospect as an experience recalled and

remembered. A path once traversed may be described by landmarks and bearings and used to inform others.

To take a pathway requires an orientation, knowing what direction to take (what way is forward) and the path, in the going, will be understood in terms of current reckoning of 'where we are' as other directions and choices open up from a point reached.

An educational pathway implies an arrival at some institutional door where *gatekeepers* may want to see credentials, implying judgements of both the traveller and the way come. For the journeying learner, new educational experiences will bring different frames of reference by which old knowledge and understandings and attitudes will be examined. And if there is no path marked out, how is the journeying done? What skills are needed to make a way and take advantage of landmarks? What equipment is needed and who might help as a guide?

In summary, the metaphor of an 'educational pathway' embodies some key meanings especially when used to describe access by women in adult and vocational education. A pathway can involve -

- the linking of one type of course or institution with another
- the overcoming of institutional obstacles or barriers to pathways
- a choice of direction, an orientation and willingness to venture
- learning as personal journey in search of meaning
- progression to higher knowledge, following 'the way' set out
- a map that can be used to guide learners along a learning route

There are potential conflicts and tensions between such meanings. While the route to learning may be mapped out, there may still be difficulties that have to be negotiated by anyone using the path and the choice of a direction does not mean that the learner is always confident that the choice was right.

The path may seem to present a simple link of two institutions or their courses, but may demand a progression of the learner that was not expected - or if the learner expected a higher order of learning, the pathway may disappoint this expectation. While pathfinders have opened doors for other learners, circumstances can shut them, and pathways become overgrown through disuse. Pathways may exist, but they need to be continually remade by people treading them.

This guide is a mapping of ways taken by groups of women moving from informal / non-accredited ACE courses to accredited VET courses with the assistance of providers who have usually 'beaten down' the pathway for others to follow.

Glossary

AAACE	Australian Association of Adult and Community Education
ABS	Australian Bureau of Statistics
ACE	Adult and Community Education
ACEG	Aboriginal Education Consultative Group
ACFEB	Adult, Community and Further Education Board (Victoria)
ACTRAC	Australian Committee on Training Curriculum
ACTU	Australian Council of Trade Unions
AEC	Australian Education Council
ACFE	Adult Community and Further Education (Victoria_
ALLP	Australian Language and Literacy Policy
AMES	Adult Migrant English (formerly Education) Service
ANTA	Australian National Training Authority
ANTARAC	Research Advisory Council, ANTA (pre-1997)
ASF	Australian Skills Framework
ATSI	Aboriginal and Torres Strait Islander
ATSIC	Aboriginal and Torres Strait Islander Commission
BACE	Board of Adult and Community Education (NSW)
BVET	Board of Vocational Education and Training, NSW
CEC	Continuing Education Centre
CSWE	Certificate in Written and Spoken English
CGEA	Certificates in General Education for Adults
CAEC	Community Adult Education Centre
CALM	Conservation, Agriculture and Land Management (NSW)
CBT	Competency Based Training
CDEP	Community Development Employment Program
CES	Commonwealth Employment Service
CTEP	Community Training and Employment Program (NSW)
DEET	Department of Employment, Education and Training (Federal - old name)
DEETYA	Department of Employment, Education,Training & Youth Affairs (Federal)
DIRE	Department of Industrial Relations and Training (NSW)

DSS	Department of Social Security
ECCA	Evening and Community Colleges Association (NSW)
EEO	Equal Employment Opportunity
ESFC	Employment and Skills Formation Council
ESL	English as a Second Language
GCO	General Curriculum Option (of the CGEA)
HACC	Home and Community Care
IAD	Institute for Aboriginal Development
MCEETYA	Ministerial Council on Employment, Education and Training and Youth Affairs
NCVER	National Centre for Vocational Education Research
NBEET	National Board of Employment, Education and Training
NFROT	National Framework for the Recognition of Training
NLLIA	National Languages and Literacy Institute of Australia
NTB	National Training Board
SIP	Special Intervention Program
TAFE	Technical and Further Education
TAP	Training for Aboriginal People
TGA	Training Guarantee Act
VET	Vocational Education and Training
VETA	Vocational Education and Training Agency
VETAB	Vocational Education and Training Board
WEA	Workers Educational Association

The models

Entry point

The CGEA as a pathway

Paths to employment

Integrated models

Provider partnerships

Community development

Volunteer worker to VET training

Culturally appropriate pathways

Statewide strategies

Open learning as a pathway strategy

Upper Yarra Neighbourhood House

Origins

Upper Yarra Neighbourhood House was founded to promote social and community development and to respond to the learning needs of the community. The House programs show a deep understanding of women's learning preferences.

Astute planning and positioning have enabled the House to access resources from federal, state and local government to provide a wide variety of programs which are woven together to form possible pathways for women. Participants are local women of all ages, most of whom are early school leavers or have no post school education. A very large proportion are unemployed or sole parents.

Features

A total pathway package carefully crafted to:

respond to the social, educational and training needs of local women;

enhance their local employment opportunities through responding to identified skill shortages in the local area;

assist women to develop new businesses.

"It's about flexibility, about knowing the participants well. About knowing when it is critical for a person not to fail and being able to change the assessment requirements, say from Certificate 2 in Hospitality to the General Curriculum Option of the GCEA, so that the person experiences success. Often this person who has been academically afraid, flourishes and finds employment."

Provider profile

Size **Location**

Clients

Model Community Development

Contact information

Ms Sally Kiernan
Coordinator
Upper Yarra Neighbourhood House
Main Rd
Upper Yarra VIC 3797
Phone 03 5967 1776

Description

The program is structured so that women can enter or leave at any point. Its main elements are:

Child Care: Occasional care and long day care are available. There are very large numbers of isolated women in the district most are early school leavers and many are sole parents, 18-19 years old with 2-3 children, husband unemployed, perhaps contemplating separation and all on very low incomes. Women can bring their children to play group and are encouraged to join Mums' Groups and Parent Education Groups where they make friends. Teachers, other House staff and volunteers come and speak about what's available at the House, the House program is on display in the centre and soon many of them come in small groups to courses in things such as craft or hair cutting.

The House Environment: In the foyer of the House is a CES job board - the House is contracted for case management. Women speak to staff member at the front desk who begins the process of helping them find their way. This may lead to talking to the Case Manager (everyone at UYNH has access to the Case Manager whether or not they are registered unemployed) about work and training options including looking at existing skills. The House has a trained RPL Assessor and runs RPL Assessment Training for the district.

"Keeping the Balls in the Air": a short, fun filled, personal development course designed to raise confidence and self esteem and is assessed as the General Curriculum Option of the GCEA. It operates from an activities base and is vocational and fun with no failure. It has worked well as the training component of Labour Market Programs and when offered in the workplace. For many people with low aspirations and/or bad educational experiences, the GCO is their first certificate.

Employment Training: The House offers the Certificate of General Education for Adults and a range of accredited training courses chosen for their relevance to local needs. Women participating in these courses have ongoing support from child care, the case manager, the course coordinator and House staff. UYNH negotiates with Eastern Institute of TAFE for places in courses offered at Lilydale and Healesville.

Employment: When women are ready, the UYNH case manager negotiates traineeships or employment with local businesses. Formal information channels, networking and local people bring in news and ideas. This, together with provision of the Certificates such as Small Business and the Tourist Operators Course, leads to lateral thinking about creating employment opportunities through assisting women to set up new businesses or encouraging existing small business owners to explore their employment needs. This has resulted in, for example, three Bed and Breakfasts clubbing together to employ staff.

Tourist guides

2

Outreach Community Centre

Origins

Williamstown is a burgeoning tourist precinct. Outreach Community Centre has responded to this development in a variety of ways to provide training, business and employment opportunities for women of the district.

Features

This is an integrated approach where a pathway process is embedded in a community development model.

The key strategies are:

- Identifying or creating and developing niche markets.
- Developing small businesses to satisfy these markets
- Training women for business and employment

Description

Tourist Guides: Outreach is registered to deliver the accredited Tourist Guiding Certificate. 30 women have completed the course, some have been employed as tourist guides in Williamstown and Melbourne tourist precincts.

Small Business Training: Outreach offers a non-accredited course in small business as a series of short practical vocational courses (4x16 hours) tailored to needs identified within the Williamstown area. The arrangement reflects customer preference.

From these courses a Williamstown Business Women's Network has formed. Women in the Network have completed courses at Outreach and among their achievements are the establishment of a permaculture business, a folk art business and an embroidery kit mail order business. The crafts women at Outreach were asking, "What can we do with these skills? We've learnt the craft. What next?" which led to their participation in the Outreach Community Centre small business course and the consequent exploration of niche markets in the local area.

Niche Markets: Greenhouse Cleaning was the outcome of another niche identification process. Greenhouse Cleaning provides professional cleaning services to private homes and small business using only Australian made environmentally sound products and vacuum cleaners especially designed for asthmatics and others with respiratory problems.

All Greenhouse cleaners complete a 4 week training course designed and delivered by Outreach Community Centre with both on and off the job training. On the job training is completed in private homes with the agreement of the home owner.

Greenhouse Cleaning employs 17- 25 women who each work 15 to 25 hours per week, mostly during school hours, serving 150 customers on a weekly or fortnightly basis. Customer satisfaction is very high.

Quality tourism products: Women from craft classes at the centre formed the Williamstown Tourist Craft Products Group. Products are produced for festivals and for specific tourist markets. Identified gaps in products are filled by tapping into local crafts women for particular items. Outreach Community Centre, through its Williamstown Tourist Craft Products Group is hoping to gain the contract for supply of craft products for the soon-to-be-opened Williamstown Tourist Information Centre.

Provider profile

Size **Location**

Clients

Model Community Development

Contact information

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Continuing Education Centre, Albury-Wodonga

Origins

The CEC, Wodonga was approached by the Aboriginal Corporation acting for Aboriginal people (in Victoria, Koories) who wanted to set up a shop front to sell their own products. They had bought a large number of T -shirts but found that they did not have enough skills to produce them. As the CEC Program Coordinator said, "For Koorie people, their art is their language. They cannot do language and literacy in isolation from art."

Participants are women from Koorie backgrounds ranging in age from very young to very mature women. Cross-cultural training was provided for the tutors so that they were capable and confident of working in a culturally different environment.

Features

The key principle of this pathway model was the negotiation of a culturally appropriate and learner-centred curriculum. Other features:

- initial development in consultation with the community with time to question, consider and decide.
- flexibility in enrolment and attendance requirments
- cross-cultural training for tutors to work in a culturally different Koori environment
- child care provided on site with culturally appropriate child carers
- extending training in the screen printing process.

Description

Development of the *Certificate In Commercial Printing For Koories* began with many "meetings" around the kitchen table.

The decision was to set up the full 80 hour Commercial Printing Course which ACFEB funded and for which the Corporation bought the equipment. It was done, on site, at the proposed shop front. Promotion was by word of mouth. At first a few came. Then word got around. More came. Some went. There was a continuous enrolment process. Completion of the whole course was important to some, less so to others.

The CEC secured the services of a TAFE teacher with her own screen printing business who was knowledgeable about techniques, teaching and business practises . Koorie trainers who had links with the Wodonga Koorie community provided cross-cultural training for tutors, who were well prepared to work in a culturally different environment.

Classes were planned to meet the learners' preferences eg flexibility for learners attendance patterns, classes planned around the school calendar, classes suspended when there was a death in the family, child care provided on site with culturally appropriate child carers. Training was in screen printing processes and making lino cuts and participants produced sheets, doona covers, pillowslips and table cloths.

Overall 16 Koorie women, ranging in age from 18-60, participated in the activity - 8 completed the full course and 8 others became highly skilled. Two participants taught printing in their community and three went on to TAFE Diploma of Commercial Design.

Provider profile

Size **Location**

Clients

Model Cultural Negotiation

Contact information

Ms Nancy O'Toole
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Continuing Education Centre, Albury-Wodonga
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Wodonga VIC 3690
Phone 03 6024 7322

Culturally appropriate training in communities

NT Dept of Education

Origins

Ways of providing culturally appropriate training in remote communities are still evolving. The Certificate in Bi-Cultural Life Studies is training that has been identified by, and is being delivered by those groups participating in it. The delivery method is characterised by both cost effectiveness and relevance to community learning styles.

The target group comprises Aboriginal people living in small communities, in locations remote from mainstream educational centres, who generally have very little access to the kinds of training they are asking for. The project was initiated in 1996 in six isolated communities in Arnhemland following completion of an extensive needs analysis.

Features

Shirley Gundhumawuy, from Miingimbi, compared a good training program to a strong woomera and a well directed spear. If the spear hits its target as a result of correct positioning in the woomera and correct technique by the thrower, people gain resources and power. A good training program does the same. Inappropriate training, on the other hand, upsets the balance of a community and only serves to disempower individuals and the community.

Liapidiny Marika, from Yirrkala, suggested that training should both empower and protect participants. She likened good training to the nulla nulla which was used in the past to shield people from bad influences.

Description

The Certificate in Bi-Cultural Life Studies involves the delivery of a number of nationally accredited modules that focus on literacy, numeracy and health. In preference to bringing in trainers from outside the communities, respected leaders chosen by their communities have been given authority to deliver these modules. The selected people are either trained teachers or have completed Workplace Trainer Category 1, a nationally recognised training program. In addition to their knowledge of the module's content, these trainers speak the local languages and follow cultural practices.

To date the project has received overwhelming support from the communities involved because of the sense of ownership brought about by community people delivering the training.

The positive response to the training delivered so far is, in part, due to the fact that the content is appropriate - it matches real community needs. The communities have selected the modules themselves in recognition of their relevance to local training needs and the training has been drawn from the Certificate in Bi-Cultural Life Studies. This certificate was originally developed at Nungalinya College and is currently being re-accredited. Aboriginal views are driving the re-accreditation process as a result of this project.

[Details of the The Warrawi Experience are given in the report of the project]

Provider profile

Size **Location**

Clients

Model Cultural Negotiation

Contact information

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New opportunities for Aboriginal women

Koondoola Neighbourhood Centre

Origins

Koondoola was supporting a group of Aboriginal women who met for morning tea and a chat. The group developed from playgroup activities and parenting skills to producing art works which led to an art display and the women teaching art to others in the community.

Meanwhile, the local TAFE College had been receiving funding to offer educational programs in community settings but no programs had yet eventuated. Koondoola , in collaboration with the other agencies, approached the college to conduct the New Opportunities for Aboriginal Women Program at the centre.

Features

Participants in the New Opportunities for Aboriginal Women program stepped on to the pathway from a mutual support group which participated in playgroup, personal development and art activities.

Other features:

- partnership with a TAFE college with funds to run community programs
- course was dedicated to Aboriginal women
- required a network of services and student support in order to be successful
- curriculum was one small part of a holistic approach

Description

In July 1995, sixteen women enrolled in the semester long course. They ranged in age from 20-35 years, were all very early school leavers, all CES eligible and all had more than one child, including a number of children with disabilities. All resources at Koondoola were put toward the New Opportunities for Aboriginal Women Program. Centre staff provided counselling, transport, family and personal support to all participants.

Of the 16 participants, five withdrew in the first three weeks of the course, 11 completed the whole course 9 of whom graduated. Of these nine, most went on to further education such as Challenges and Choices or accredited VET courses at TAFE (despite having been originally very shy even to go and look at the TAFE library), and quite quickly moved into the work force. Some have come back to Koondoola because they are pregnant and are looking for the support that the centre can offer them.

Koondoola has had many offers from the TAFE College to repeat the course but there is not yet a group of Aboriginal women ready for it. Moreover, the centre believes that some changes to the program are essential if the women are to succeed without the resources of the entire centre being devoted to their progress.

Provider profile

Size **Location**

Clients

Model Cultural Negotiation

Contact information

Ms Jan Bayman
Coordinator
Koondoola Neighbourhood Centre
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Modifying TAFE for Aboriginal people

Aboriginal Training Programs DVET

Origins

Initially Aboriginal Training Programs were more involved with Adult Education. The first courses started there but were seen as not providing the same employment opportunities as TAFE.

Talks began in 1984 but TAFE Directors were not interested initially. The prevailing view was that courses could just be lifted 'off the shelf' without customisation for particular client groups or contexualisation.

At this early stage there was some resistance within TAFE to women's and Aboriginal initiatives.

Description

Most students are in their 20s to 40s. They come from suburbia, often not having completed high school. They are unemployed. They have no TAFE experience, have had negative experiences at school and have not experienced learning as enjoyable.

No formal pathway has yet been developed to accredited courses. Initially students may participate in Literacy, Aboriginal History and Culture and Traditional Art and Crafts and then are encouraged to do an access or bridging course and then move into TAFE mainstream. Access courses are run by TAFE and include study and personal skills, and communication skills.

A further development has been to run a distance education program once a week for 30 students by phone, supported by tapes, videos and short articles.

In addition some women who are already employed have asked for computer and business courses.

Provider profile

Size **Location**

Clients

Model Cultural Negotiation

Contact information

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From CGEA into the Child Care Certificate

Moreland Adult Education Association

Origins

The main pathway is from CGEA Level 2 into the Child Care Certificate 3, a pathway that was deliberately developed because child care is one of the few areas of employment available in the City of Moreland (mainly due to the requirement of the Children's Services Regulations which now requires child care centres to employ qualified staff). Moreland is an area of high unemployment. MAE is registered as a Training Provider by the State Training Board in Victoria.

MAE also conducts a Volunteer Training Program in which women are trained to support people with special needs on a one to one basis eg language support where required for students who are from a non-English speaking background, aides for women with disabilities or career preparation such as preparing for the Police Force entry examination.

Features

Process and environment of paramount importance:

Counselling/support staff available

ACE to VET in ACE provider

ACE/VET integrated curriculum

Description

A large proportion of the women who come to MAE are initially enrolled in adult literacy classes. Placement in the appropriate level of the Certificate of General Education for Adults (CGEA) is determined at an initial interview (assessment), an integral part of formalised adult literacy provision.

At the initial interview, in the process of assessing the student's language and literacy needs, discussion takes place between the MAE Coordinator (a trained assessor) and the student about learning pathway options. Options are available both within MAE and by proceeding to another provider (eg TAFE). A pathway options diagram is on display at the centre. From this a potential, individual, learning pathway is mapped for each student. The Coordinator is available for ongoing counselling as and when students are ready.

MAE has incorporated an Introduction to Child Care module into the CGEA as a General Curriculum Option for which it has developed its own materials.

MAE has developed an understanding with an employment agency in the area which places child care workers. There is plenty of casual work available and this has lead some women into full time work.

Other outcomes for CGEA students are TAFE courses, Victorian Certificate of Education (VCE), computer and Return to Study courses.

Provider profile

Size **Location**

Clients

Model Employment

Contact information

Ms Meg Curlewis
Coordinator
Moreland Adult Education Association
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Coburg VIC 3068
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Targeting local employment

Wingate Avenue Community Centre

Origins

Wingate Avenue Community Centre offers a supportive and friendly environment where coordination staff, teaching staff and centre participants are involved in constant informal talk. Through this, information and opportunities are discussed, potential individual pathways are planned and personal encouragement given.

Introduction to Child Care, a Short Course, was initially developed by the centre coordinator and centre staff and volunteers in 1991 in response to the shortage of child care workers in the region and women's need to find employment. It has been redeveloped over a number of years to meet changing requirements and regulations for child care workers.

Features

This is an example of ACE provider development of non-accredited short courses to serve several objectives:

- leading to accredited courses in VET providers
- as skills development for employment
- linked to other support services and programs

Description

Many women in the Ascot Vale area were already working, or wanted to work, in child care and the course has provided the opportunity to develop both essential child care skills and an understanding and experience of child care in a multicultural setting. Child care workers are now required to be qualified, leading to a demand for the course. The course includes practical experience in child care centres which is part of the Wingate Avenue Centre program.

10-12 women have completed the Introduction to Child Care course each year since 1991.

The Interview Skills Course has been developed at the Centre in response to women for whom income is the first priority, higher than further education or training at this stage of their lives.

Many women, including those who are skilled workers either from other countries or who have been retrenched, are offered this course not only to develop interview skills but to develop confidence and transferable skills.

Provider profile

Size **Location**

Clients

Model Employment

Contact information

Ms Lyn Heasley
Wingate Avenue Community Centre
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Ascot Vale VIC 3022
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Next steps down the pathway

Workers Education Association, Illawarra

Origins

In order to break down barriers to local women's participation in accredited courses, WEA Illawarra developed a community access course for women and offered them on multiple sites throughout the region. At the beginning of the course the focus is on assisting each group of women to identifiy their individual learning needs. From this basis, the term program is designed to ensure that each woman in each group is provided with what is most important for her.

Features

Pathways through community access courses as first step to learning.

In looking at the success rate of women from the Community Access Classes, TAFE teachers found the women had:

- more confidence
- were able to work and socialise better
- had well developed learning skills
- had clearly identified goals and greater commitment to success
- already knew other students in the class

Many of the teachers in the Community Access Classes also teach in the TAFE classes and this gave the women confidence.

Provider profile

Size **Location**

Clients

Model Entry Point

Contact information

Ms Lesley Mortimer
Coordinator
Workers Education Association, Illawarra
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Wollongong East NSW 2502
Phone 042 261 622

Description

Wollongong area has a high proportion of women with special learning needs. Many women are of non-English speaking background, early school leavers, have left low skill jobs, are unemployed or are sole parents. Often they do not come direct to the WEA but participate in programs in other organisations or approach the organisations for information or support. Many of these organisations, such as the local Migrant Resource Centre or a local Neighbourhood Centre approach the WEA about providing learning opportunities for these women.

In 1997, WEA Illawarra is providing nine community access courses in different venues and each has its own mix of participants. Each course runs for two hours per week, 40 weeks of the year. Entry and exit to the courses are entirely flexible but the WEA finds that women tend to benefit from attending the first classes, partly because of the opportunity to "bond" with the course and partly because the early classes give time to identifying the needs of the women. Courses are conducted in an informal and non-threatening environment. The emphasis is on meeting other women with common concerns, having fun together and, at the same time, identifying their different learning styles and topics of common interest. Drawing on all this information, the course then focuses on helping the women to learn study skills and time management.

The WEA has designed a self assessment package for women coming into the course, including a self-profile and a personal needs analysis. The teacher takes the group through the package and looks at base level skill needs and then each term's program is developed.

Women find the experience of learning in the community access course vastly different from their previous education experiences. Initially they are surprised by the level of personal support teachers offer them and the respect with which they and their needs are treated. They enjoy the social functions that the WEA organises twice a year to bring students and teachers together from across the various venues.

Many women from the Community Access Course continue into literacy and language courses, mainly the Certificate of Spoken and Written English, Levels 2 & 3 and the Certificate in General Education for Adults, also Levels 2 &3 at the local TAFE Institute where they are 33% more successful than other students (more under Features).

The WEA and the language and literacy TAFE teachers believe that community access courses are vital pathways for women into accredited courses and are now documenting outcomes partly through the women's end of term reflections on their goals and achievements and partly through tracking the women as they move on.The WEA is setting up accredited courses so that internal pathways can be offered.

Workplace training for women

Continuing Education Centre, Albury-Wodonga

Origins

A Workplace English Language and Literacy (WELL) initiative was originally developed as a partnership between the CEC, Wodonga and a local engineering company to encourage women's participation in the new environment brought about through reformed structures and practices in the company.

The company introduced massive changes simultaneously including Quality Assurance and a team-based structure without realising how profound would be the effect on the workplace culture. Not only did process and clerical workers need new skills; so did management at all levels.

For women, the male-dominated engineering culture was a barrier to full participation.

Features

This is an example of an integrated model of pathway development. The program -

- is based in the workplace
- deals with work-related learning
- integrates adult literacy and ESL
- emphasises generic competencies
- is flexible
- enables progression to later modules

The shift to more democratic workplace practices means that workers need enhancement of a range of different skills such as communication and planning.

Description

Most women employees are machine operators or assembly line workers. A few are clerical staff. Many of them work not for a career but for income. They are too weary with two jobs (employment and home) to pursue outside study. Some have difficulty with male bosses or men working alongside them.

'Facilitating a Process of Change' at [local] Engineering Company is not a course but a process which is designed to:

- assist women employees to develop skills and confidence to express workplace issues as they affect them, such as negotiating difficult work situations
- provide role models across the teams to the other women in the plant, by becoming team leaders and supervisors
- enable women, committees, team leaders, supervisors and management to value each other's contribution and to work cooperatively in democratic decision making
- facilitate the process of restructuring and change throughout the plant.

The WELL program has been designed to give women who are from a non-English speaking background language preparation before they move on to Women - Handling Difficult Situations. In this course, women learn in a workplace setting about such topics as Difficult Situations; Positive Motivation; Stress, Anxiety & Depression; Presentation; Assertive, Aggressive & Passive Behaviours and Communication.

Provider profile

Size **Location**

Clients

Model Employment

Contact information

Ms Nancy O'Toole
Program Co-ordinator
Continuing Education Centre, Albury-Wodonga
62 High St
Wodonga VIC 3690
Phone 03 6024 7322

Collaborative, cooperative and culturally appropriate

Central Australian Family Resource Centre

Origins

Through trial and error, the Family Resource Centre created a community development approach that seeks Aboriginal input, guidance and solutions to meet their own identified requests and needs.

Women in remote communities often do not have culturally appropriate information to make real choices about living and learning options. The Family Resource Centre has developed a model of operation that underpins all of its work with women and families. The Services Provision Flow Chart is documented in the Central Australian FRC 1995-96 Strategic Plan and Service Provision Flow Chart.

In the past, programs have met with little success due to factors such as needs not being met, inappropriate programs, ad hoc funding, failure to consult Aboriginal people and lack of planning for outcomes.

Features

A community development model which is collaborative, cooperative, culturally appropriate, holistic and is concerned with the impact of programs on the whole community.

- Aboriginal input into the decision making processes for service delivery to determine at the community level whether there is support for the service requested
- service providers attend workshops conducted out bush - the Centre assists the community process with information, resources, coordination, workshop facilitation, travel assistance, interpreters and attendance on forums.
- once a service has been secured the Centre continues to support both the community and the service providers with regular assessments and monitoring of progress.

Provider profile

Size **Location**

Clients

Model Cultural Negotiation

Contact information

Ms Sharijn King
Coordinator
Central Australian Family Resource Centre
PO Box 8274
Alice Springs NT 0871
Phone 08 8952 2995

Description

The Family Resource Centre identified learning about child care as a priority among Aboriginal women living in remote communities. It has a holistic approach to developing a learning program with Aboriginal women.

The process starts by getting all the people of a community together to a workshop on child care, which explores what child care means in the community, what women see that they want to learn, where they want to start in the learning process, when and how they want to learn, who should facilitate the learning and who should be the learners. This leads to the development of a non- accredited course designed to meet the needs of the women in that particular community.

The course offers the opportunity to learn new skills through practical hands-on experience with familiar people in a familiar setting. It all takes place in their own community delivered in their own language through an Aboriginal woman who is employed to act as interpreter for the trainer. If the course works well, three or four participants will enrol in a one year accredited course which has been developed by Batchelor College for delivery in the community.

Six to eight other women will join the steering committee which continues to support women through provision of child care after the completion of the course. The ongoing support is resourced by the FRC. Whether or not women want to proceed with accredited child care training, they will have improved their knowledge and skills about parenting, nutrition and preschooling and the whole community will benefit. Communities have come to recognise the impact of women gaining these skills and give much more active support to those who go on into accredited training.

The process is necessarily a very slow one as it is committed to letting women gradually find their own pathways as they experience success in learning in their own environment before having to leave their community to access accredited training. Alongside such programs, colourful graphic resources are used that show what it means to run your own child care and the stages involved in planning and setting it up.

About 50 Aboriginal women are now enrolled in accredited child care training.

Targeting local employment through VET

Merinda Park Community Centre

Origins

Merinda Park Community Centre began to focus on assisting women with pathways from ACE to VET in Semester 2, 1994. The Centre aims to provide a range of educational and vocational opportunities that enable women to develop competencies in areas of employment available in the local area. In a little over two years, the size of its program and the number of enrolments have increased greatly. From initially offering the Certificate of General Education for adults, Merinda Park now offers a range of vocational education and training programs in the fields of Child Care and Information Technology.

The Centre is a registered provider of both adult, community and further education and VET.

Features

Merinda Park offers a "one stop shop" which, in the friendly, supportive atmosphere it has created, is extremely popular. Committed staff working together as a well informed supportive and cooperative team make its pathway program extremely successful.

Model features:

- range of educational and vocational opportunities
- geared to employment opportunties
- vocational options can be integrated with CGEA
- The Centre is a registered provider of VET
- Centre offers outreach programs

Description

As well as the general adult education program and community support activities, Merinda Park offers a range of accredited courses: Certificates in: General Education for Adults, Levels 1-4, Information Technology, Computer Applications, IOccupational Studies, Home-based Child Care, Early Childhood Care, Out of School Hours Care, Children's Services. Some of the certificates in child care offer direct credit transfer into the Associate Diploma of Child Care.

Vocational certificates are offered as stand alone courses and some are integrated with the CGEA. The content of the General Curriculum Option of the CGEA is negotiated with participating students to ensure that it is locally relevant and customised to the needs and preferences of the particular group.

Merinda Park's participants include a large minority of women of non-English speaking background. An integration aide in every class supports students with intellectual disabilities or other learning difficulties. Support for students is always available informally from teachers and coordinators and more formal counselling is available. The centre coordinator is a trained RPL assessor and a student handbook and class tutors outline possible training and work options.

85% of VET students at Merinda Park have been placed in employment and are often offered the position during field placement. Many have gone on to further study. Merinda Park now provides outreach programs in 7 other locations and other venues.

Provider profile

Size Location

Clients

Model Employment

Contact information

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Merinda Park Community Centre
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Traineeships for mature age women

Nhulumbuy East Arnhemland, Campus of Northern Territory University

Origins

Relaxation of the requirements for traineeships has enabled the NTU to offer courses to mature age women. Traineeships encompassing the Certificate in Clerical and Administration Studies are offered in remote locations through the use of funding from the Northern Territory Employment and Training Authority. Courses are staffed by teachers based in local communities as well as itinerant teachers who fly in for particular modules. The Aboriginal women who are trained to provide accredited courses are in great demand for this program.

Features

This is an example of a program with a lot of geographical flexibility. It features:

- a readily expanded program
- flexible delivery
- access to additional expertise as required by flying in teachers
- flexible enough to incorporate a broad range of starting skill levels

Description

The Certificate is being delivered in four communities.

Milingimbi is the base for one teacher who also flies into Ramingining where an Aboriginal woman is employed in a support role as a vocational skills trainer. The program is also offered in Galiwinki, the largest Aboriginal community in the region. Two lecturers are based at Groote Island while the people of Yirrkala come into Nhulumbuy which is only 10 -15 minutes away.

Most of the women participating in the program are aged between 16 and mid 40s and most are living in tribal communities and are quite diverse in their educational backgrounds and literacy skills. Literacy funds from DEETYA are attracted by the participants' Abstudy eligibility and allow the course to be literacy based. This Entry is flexible and open and there is considerable movement in and out according to the women's family and community responsibilities. It is the community who decides which women participate in the program and then supports them in their training

The women who participate in the traineeship program are employed for four hours per day in their own communities by local Councils, resource centres or other community organisations as part of the Commonwealth Community Development Employment Program. Off the job training occupies one week in four of the program.

When the participants come into Nhulumbuy for week long block training sessions they are provided with the opportunity to become familiar with banks, the post office and other services that do not operate in their own communities. They are accommodated in an Aboriginal hostel and their expenses, including travel, are covered as part of the program costs.

One of the greatest difficulties participants experience is increasing their typing speed, so when they are in Nhulumbuy the computer room is kept open all night and a teacher camps in the room to provide security and assistance.

Provider profile

Size **Location**

Clients

Model Cultural Negotiation

Contact information

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Nhulumbuy East Arnhemland, Campus of
Northern Territory University
Nhulumbuy NT 0880
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Accredited nursing training

Wyong Adult and Community Education

Origins

Wyong is an area with a high number of retired people and a large demand for aged care training. Wyong Adult and Community Education has developed nursing training as a response to local nursing home training and employment needs.

Wyong bought the only relevant curriculum which was available from a private VET provider and later, BACE funded Wyong to write curriculum for registered nurses in area health services, a difficult task since national competencies were not established. In partnership with a local Nursing Home, Wyong drafted competencies as the course developed, amending the curriculum once national competencies were established. In 1996, the course was accredited.

Features

This model is an example of a small NSW community adult education centre expanding its range of options into accredited training.

The model includes:

- State wide accredited curriculum developed initially to meet local needs
- Flexible program designed to fit the workplace and women's training needs
- Collaboration between ACE provider and local business resulting in cooperative delivery
- Literacy needs and personal crisis counselling is provided to support the participants
- Every attempt is made to obtain suitable child care through an effective referral system

Description

Wyong offers an accredited course in Assistants -in-Nursing, only the second similar accredited course. Since initial provision of the course in 1994, 60 women per year have completed nursing training at Wyong. Participants range in age from 16-40s. They include women working in nursing homes in the local area, early school leavers, some HSC students doing the course concurrently with HSC so that they can find part time work while studying the following year in nursing degrees, women wanting to work in paramedical areas such as the ambulance service and young women HSC graduates who have not gained a place in a tertiary nursing course. A few of the women are Aboriginal or of non-English speaking background.

The course is offered in a range of venues in the workplace but outside of work time. A negotiated timetable takes account of participants' shift times and family responsibilities. Wyong works closely with nursing home educators. The nursing homes support their staff to enrol in the course, give the Wyong trainers full access to their facilities and consider women's training commitments in the scheduling of shifts.

Wyong ensures that child care is made available for participants, literacy needs are addressed and that personal crisis counselling is available. The course proceeds in a caring and supportive leaner centred environment in which teachers know their students well and are sensitive to their individual needs.

Outcomes for women have been highly positive. Some 22 so far have gone on to train as State Enrolled Nurses, others have enrolled in the Bachelor of Social Work (Habilitation) or have found employment in such areas as private nursing or HACC.

Provider profile

Size **Location**

Clients

Model Employment

Contact information

Ms Judy York
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Wyong Adult and Community Education
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Wyong NSW 2259
Phone 043 532 871

TAFE in the community

Midland College of TAFE

Origins

Midland TAFE College seems something of an innovator among TAFE Colleges in WA. It is committed to community programs some of which it has developed or piloted in conjunction with Neighbourhood Learning Centres in the region. (None of these NLC s took the opportunity to make input to the project so we do not have their perspective on this)

Midland is in the Swan Valley, Nunga country, where there are a number of large Aboriginal communities.

Midland TAFE also mapped LCL courses into TAFE courses. This is outlined as a strategy rather than a case study in another record.

Features

Midland has developed a system which recognises the importance of:

- flexible starting points on the learning pathway
- a familiar and comfortable site of learning
- mapping possibilities with women early in the process
- using existing possibilities (eg CGEA) in a flexible way, tailored to different groups of students

Provider profile

Size **Location**

Clients

Model Facilitative

Contact information

Ms Lyn Southam
Program Manager, General Studies, Access &
Midland College of TAFE
PO Box 1336
Midland WA 6936
Phone 09 274 9328

Description

At Midland College of TAFE the Certificate of General Education for Adults has quickly become the main vehicle for pathways for women from ACE to VET, surpassing even the New Opportunities for Women course which is relatively less flexible than the CGEA.

Women develop confidence and experience real success in the nurturing environment created by the staff of General Studies, Access and Equity Department of the college. Particularly satisfying has been the enthusiasm of Aboriginal women, women of non-English speaking background, young single mothers and early school leavers.

Since the introduction of the CGEA, numbers of Aboriginal participation in college programs has "gone through the roof". 100 Aboriginal students are enrolled in the CGEA at Midland comprising 50% of all CGERA enrolments. 70 of the Aboriginal students are women. More than 60 Aboriginal students are also participating in Aboriginal art access courses. Most of the women enrolled in these courses have had very little previous schooling, either primary or secondary. A number of younger women are participating but, on the whole, the more mature women are experiencing greater success.

One class focuses on ESL through the CGEA and is made up of women of non-English speaking background one half from Vietnam and the other from Yugoslavia. Another group is made up of disenchanted school leavers aged between 15 and 19 years. A few men from the CES participate in these classes.

Because the CGEA has no prerequisites it enables flexible entry and exit. The initial assessment interview is an opportunity for mapping pathways and deciding which CGEA level is most appropriate to needs. Not all women who participate in these interviews go into the CGEA. Sometimes other options are better.

Recently the General Studies, Access & Equity Department received an internal grant from Midland College to deliver the NOW course at a local Aboriginal Centre where 25 potential students have been identified. Not many have enrolled yet but staff are currently exploring options such as offering the course in small modules to enable more flexible access.

Staff recognise that women often feel more confident learning in a community centre. The CGEA and NOW courses have already been piloted in community settings. In the recent pilot program at the Lady Gowrie Centre, the GC Option of the CGEA enabled women to develop vocational competencies (eg floristry) as well as key competencies.Many women then articulated directly into VET courses at the TAFE College obtaining course credits in vocational and key competency areas toward certificate courses. This was made possible by the mapping of competencies between courses developed by Learning Centre Link (Life Experience Counts, Floral Arts and Computer Confidence).

Linking women to education and work options

Milligan House

Origins

Student pathways at Milligan House are less part of a formal package than programs developed to meet the needs that students present at a particular time.

Features

Three successful models are described here

1. Mature Age Study Program
2. Adult Literacy Program
3. Self Help Writers Group

Description

Milligan House co-ordinates the **Adult Literacy Program**. The volunteer tutors provide a one to one literacy program for people who are unwilling or unable to go into the TAFE or school system.

Students are matched with a voluntary literacy tutor and they meet regularly at Milligan House. The learning focus of the program is on what the student wants to achieve. Some want to pass the driving licence test, some want to develop confidence in activities such as crafts and some want to teach a craft or other skill.

Self Help Writers' Group A group of local people meet regularly at Milligan House. With encouragement from the House, they have published two books of their writing. Publication has provided documentation and public recognition of their skills and, for some, is now an occupation.

The Mature Age Study Program is a curriculum developed by Learning Centre Link, the state wide association of neighbourhood learning centres and neighbourhood houses in WA.

Six women who joined a craft class at Milligan House soon indicated that they were interested in further education opportunities if they could find what they wanted to do and could feel confident enough to begin. Milligan House decided to conduct the Mature Age Study Program at a time which suited these women.

The six week course included gathering information, listening to speakers, visiting education providers and discussing options. The women were comfortable exploring their options on "home ground" and with the flexibility of a course which allowed them to exit at any time without loss of face.

Since participating in the course, a number of the participants have gone on to courses both at the local TAFE College and at the local campus of the Edith Cowan University. Some have sought extra support since going to other institutions and have participated in sessions of later Mature Age Study Programs. Some seek personal tutorials at Milligan House.

Provider profile

Size **Location**

Clients

Model Entry Point

Contact information

Ms Janice Mason
Coordinator
Milligan House
35 Milligan St
Bunbury WA 6230
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Friendship and mutual support

Para West Senior Secondary College

Origins

Since 1996, Para West has developed three programs which provide vocational pathways:

Certificate 2 in Office Skills

Certificate 2 in Health and Community Services

Certificate in Preparatory Education (for Adults)

Features

1. Dual accreditation maximises options.

2. Each course offers opportunity for personal development - confidence, self esteem, choice

3. Workplace success is the key contributor to the development of these personal attributes.

4.Opportunity to access support services - study, literacy, numeracy, English language and counselling.

5. Students work as a group and find friendship and support among their peers with a common set of teachers who model mutual support. Students who enrol in single modules tend not to form these networks and are more likely to drop out.

6. Teaching methodology is important. It is supportive, student centred and flexible in order to assist women to negotiate around their life demands.

Description

What works well at Para West?

Dual accreditation (recognition) of SACE and VET courses have opened up opportunities in the SA education system that are particularly popular to women seeking pathways into vocational education and training prior to joining or rejoining the work force. Since the College is not a registered VET provider, the local Para TAFE Institute moderates the course and provides a quality assurance mechanism formalised by a documented agreement between them.

Certificate 2 in Office Skills:The course is constructed from national modules. Students may attend either full or part time. The course includes practical work placements. Women find the course very successful and it is very popular.

Certificate 2 in Health and Community Services:The College contracts Para Institute of TAFE to provide this course using funding from the Department of Education and Children's Services. The Institute develops curriculum, provides the teachers, moderates, accredits with SACE , provides quality assurance and, in the end, awards certificates. Although students enrol through the College, the Institute rather than the College includes enrolments in its statistical returns .

The course has a very good record for students continuing to higher level certificates. Most women in the course would not have returned to education had they not been able to take the first step through Para West Senior Secondary College.

Certificate in Preparatory Education (for Adults):The certificate focuses on literacy, language, numeracy and vocational skills. At levels 1 & 2 it provides opportunities for basic skills development. The College finds that it has stopped many women with low literacy skills from falling through the net. It works very well in the College.

The College is aware that in its provision it has stuck to traditional women's work areas but at the same time has identified that that is where work for women is available.There tends to be pressure for women to undertake vocational training by going straight to TAFE but the women who begin in a program like this one are far more likely to succeed once they get to a TAFE Institute.

Provider profile

Size **Location**

Clients

Model Partnership

Contact information

Ms Wendy Engliss
Principal
Para West Senior Secondary College
23 Crafter St
Davoran Park SA 5113
Phone 08 8254 6300

Building trust and sharing skills

Junction Community Centre

Origins

The Junction Community Centre receives its core funding from the SA Department of Family and Community Services. It receives an extremely small amount of ACE funding to support education programs for the people of its community.

Every course at The Junction Community Centre includes Aboriginal women, women of non-English speaking background, early school leavers, women living in poverty, unemployed women.

Many women are referred to the centre by Family and Community Services, by schools and by infant welfare sisters.

Features

People at this level of disadvantage need sustained and continuing access to programs that are relevant to their circumstances before they can think of moving on to VET. The program is based on -

- the development of trust as a basis for adult learning
- every person being valued as having a skill or attribute that can be shared
- groups working together to establish their learning goals
- recognising and documenting learning from life experience
- a close and trustworthy environment

Description

The first step in the pathway toward education and training is the development of trust. This is often established by encouraging mothers to bring their children to playgroup which is run by the infant welfare sister and the family support worker. The women may join a program such as cooking on a budget, nutrition, parenting, making decisions, and after quite a long period, some may be interested and ready to enrol in a communications group, return to study, computer skills, Life Experience Counts or resume writing. The preference is usually for Skillshare programs rather than TAFE. Some women find paid work and a very few attempt Year 11.

All pathways begins from the premise that every person has a skill or attribute that can be shared. The centre gathers groups together to establish what it is they want from a course that will be designed to meet their aspirations. Participants are encouraged and assisted to set goals realisable in 8 two hourly sessions .

The Family Support Worker and other staff assist participants before problems develop. Groups are kept small, preferably 6-8 participants, because of the high level of individual need. When a new course is starting, the Centre tracks women from previous courses to invite them to participate. In this close and trustworthy environment, people just don't drop out.

Developing even an adequate adult learning program is extraordinarily difficult given the lack of available ACE funding and the low skills level of the community.

Provider profile

Size **Location**

Clients

Model Entry Point

Contact information

Ms Kirsten King
Coordinator
Junction Community Centre
PO Box 34
Rosewater East SA 5013
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Beginning to create pathways

Torrens Valley Institute of TAFE

Origins

In this, it's first year, the women's education program at Torrens Valley Institute of TAFE has received an overwhelming response. Women are excited about the opportunity to learn in a women only environment. Women are aged 16-60 and have been retrenched, referred from prisons, are from non-English speaking backgrounds or have intellectual disabilities and want to return to work. They have enrolled in the Certificate of Preparatory Education, Stage 1 or the Introduction to Vocational Education, Level 3.

Features

Further details unavailable at this time.

Description

Certificate of Preparatory Education: Torrens Valley Institute of TAFE is offering the Certificate at St Peters Neighbourhood House to raise women's confidence to come into TAFE programs.

Traineeships:The introduction of mature age traineeships has been very positive for women. Many women are engaged in library skills training and the Institute is supporting 120 traineeships in dental nursing. The combination of work experience and on and off the job training attracts many women.

The Institute finds that there is still a dearth of employment opportunities for women in non-traditional areas as well as for women with intellectual or physical disabilities .

Prerequisites for a traineeship are to be aged between 18 and 25 and to have completed Year 11.

Provider profile

Size **Location**

Clients

Model Partnership

Contact information

Ms Hilary Martin
Educational Manager, Vocational Preparatory
Torrens Valley Institute of TAFE
Blacks Road
Gillies Plains SA 5086
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Building skills in one area

Bairnsdale Adult Community Education

Origins

The Naive Art course is an informal pathway based on the recognition of informal skills acquired in what was initially a non-vocational course.

The course participants joined for recreation or as a hobby. There have been a number of women participating consistently over a number of years. These women are actively involvemed in exhibitions and other group projects.

The women are aged from 35-60 years of age, and come from varied educational backgrounds.

Features

This pathway illustrates how any particular course can develop a vocational orientation and range of vocational skills.

Participants' skills have developed and extended continually during their time with the Naive Art class, but the emphasis on which skills have developed has changed as the group has grown.

Even though the class is a general adult education course, the skills development and direction taken by the artists means that they have procured usable and diverse skills. The class could be modified and redefined as Access-General Preparatory, as these classes 'are of the type which aims to achieve basic skills and standards and/or prepares students for further education' (AVETMISS definition).

Provider profile

Size **Location**

Clients

Model Entry Point

Contact information

Ms Linden Dean
Project Worker
Bairnsdale Adult Community Education
Bairnsdale VIC
Phone 03 5152 2899

Description

The development of the participants has taken different directions and seems to have a number of stages.

Stage 1. Tentative Steps were taken when the participants first joined the class - perhaps to see if they would enjoy the course, for the social contact or the free child care, or to develop and/or extend their artistic skills and interests.

Stage 2. The Regular Attenders of the course developed the feeling for adult education and had their first exhibition organised for them. They were increasing in confidence and through skills enhancement were making marketable art.

Stage 3. The Commercial Side appeared as individuals began to get a commercial return for their art. A change in the way the artists saw themselves occurred as they began to consider saleable topics, sizes of works, development of style and media and pricing.

Stage 4. Vocational Development. Conscious identity as artists took place when the local community began to look at the naive artists differently, so that developing skills became more important. The presentation of the work became more marketable.

Stage 5. Active Involvement developed as acceptance of the naive artists increased. The class began initiating possible directions, meeting together and deciding what roles people might take. They decided to run their own exhibitions and deal with a gallery.

Stage 6- Commercial Development occurred when a set of six commercially produced cards of artists were organised in conjunction with Arts Network East Gippsland (ANEG).

Stage 7-Extended individuals further. This was through part time employment linked to the Art Group, as well as further education through workshops, self-directed study and applications for artist's grants and individual exhibitions.

TAFE credit for ACE - local level

Eastern Metropolitan Council of ACFE

Origins

The Eastern Metro Regional Council of ACFE in Victoria recently developed a project to improve linkages between community providers and TAFE. The project recognised that simple agreements developed over the years about informal credit transfer had become complex. They aimed to clarify a range of coherent models of credit transfer applicable in the current training environment.

The project originated in 1995 because participants using ACE providers needed formal recognition of vocational competencies developed in the CGEA General Curriculum Option or in other non-accredited VET courses.

For other examples of facilitative arrangements by this regional Council, see also "TAFE Credit for ACE - statewide transfer".

Features

This is an example of a system-wide strategy to facilitate pathway development.

There are two other examples of such facilitative arrangements by this regional Council.

This is a good practice model for consultation with and negotiation of credit transfer between ACE providers and TAFE institutes at a local level.

Description

The model guidelines state that for credit transfer to be negotiated the ACE provider must:

1. be aware of Vocational Education and Training (VET) accredited and documented curriculum
2. have their own programs documented in competency based format (if relevant)

Consultation should include negotiations concerning five key areas:

1. equality of course/module outcomes
2. equality of teaching resources (staff, facilities, classroom materials)
3. equality of assessment (procedures/tasks
4. certification
5. costs (to provider and to students)

Points 1-3 above are dependent on the specifications given in the documented accredited curriculum to which the credit is transferred.

Certification depends on whether the VET provider will issues statements of attainment or credentials to the student under their logo (or joint logos) or whether the VET provider issues a statement underwriting the equivalence of the course or module outcomes as agreed to in a Memorandum of Understanding.

Costs will depend on whether the ACE provider uses its own teachers or TAFE teachers, whether the assessment tasks are developed by TAFE or at the local provider level, whether TAFE facilities are used (for example, industrial kitchens, nurseries, libraries) and whether certificates are awarded by TAFE or the ACE provider.

Provider profile

Size **Location**

Clients

Model Facilitative

Contact information

Mr Hugh Kiernan
Eastern Metropolitan Council of ACFE
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Box Hill VIC 3128
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Starting with the familiar things

Kyabram Community Centre

Origins

How women feel on the first day of a course is more often than not the key to successful outcomes.

To this end staff are very carefully selected for their interest in and ability to support women, to raise their self respect and feelings of self worth, to promote confidence and risk taking and then to open doors to their educational and vocational future.

A diverse range of women is attracted to the programs, few of whom are required to pay fees. In CGEA courses many of the women are economically and socially disadvantaged, some have been retrenched, some are of non-English speaking background, some have disabilities and they range in age from 16-60. Women in the COSSACS and HACC courses include Koories, single mums, unemployed women and women on social security benefits.

Features

The programs offered are chosen to gain the interest of women who are unemployed and don't know where to go. The women want to work but have little idea of their options or how to achieve their chosen outcomes. Many programs focus on communication and personal skills as well as workplace training and most vocational courses incorporate practical learning in a real life environment so that the step from the familiar world of home and family is an easier one to take.

Provider profile

Size **Location**

Clients

Model Community Development

Contact information

Ms Suzanne Solly
Business Coordinator
Kyabram Community Centre
PO Box 261
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Phone 03 5853 2266

Description

Kyabram offers a range of accredited courses including Certificate of General Education for Adults, Certificate in Occupational Studies (Social and Community Services), Home and Community Care Certificate, Certificates in Home Based Child Care, Small Business and Information Technology as well as VCE Psychology. For each accredited course, a coordinator is appointed who attends all the sessions and arranges guest lectures and field trips. This has proved valuable in promoting individual's self esteem, empowerment and maximising the development of the group dynamic. There is also continuity and greater flexibility and responsiveness in the courses with minimal overlap or duplication because the coordinator is aware of what has happened in all sessions.

In catering for the $1 lunches that are offered at the centre each day, CGEA class members learn budgeting, planning and organisation skills and so are eased into vocational training. The course Computers for Nervous Beginners is overwhelmed with enrolments of women aged 16-60.

Moving women on to pathways takes a lot of reception time. Reception are well trained in careers counselling and needs assessment so that they can assist women to make those first tentative but all important decisions that stem from requests as general as "I want some qualifications but I don't know what." Setting a future appointment to discuss the matter rather than dealing with it there and then will almost certainly result in the woman never returning.

The Centre perceives great value in the holistic nature of the service delivery and its impact on women's pathways. Being a provider of human services, counselling, support groups as well as offering a drop in area, child care and stream 1000 classes, plays an important role in humanising further education, facilitating the perception of the Centre as a friendly, non-threatening environment. Numerous clients access counselling services or support groups such as the Young Mums group and gain the confidence to join an accredited course. Being a volunteer also acts as a pathway.

The greatest problems that the Kyabram centre encounters are lack of funds for program development costs and for student support. Finding the right potential teachers is vital. To manage all this is a bit of a juggling act and can be time consuming for senior staff to provide guidance and support. With classes full to overflowing thanks to their reputation in the community, Kyabram Community Centre will continue to find that the comment most common on course evaluation forms is "This is not the end for me, it's the start."

A rural partnership between ACE and TAFE

Mildura and District Educational Council

Origins

For many years closer cooperation between Sunraysia College of TAFE and Mildura and District Educational Council Inc had been proposed. However, tentative discussions in recent years failed to result in serious consideration. Cooperation in the areas of adult migrant education and labour market programs have experienced various levels of success.

Following the 1992 Victorian elections the Office of Training and Further Education was formed to develop closer cooperation between the two arms of adult education. This gave an impetus to cooperation, helped by such developments as college based employment, the removal of the need for teacher registration and the proposal to allow employers to negotiate directly with employees.

Features

In the past, formulating and following learning pathways has mainly been up each person as the user of training opportunities and information available at the time. With the maturing of ACE centres such as MADEC, and the broad operational structure, and the increased Scope of Registration for provision of VET courses that is now in place, women are able to customise training to suit their needs.

Provider profile

Size **Location**

Clients

Model Partnership

Contact information

Mr Peter Greed
Director
Mildura and District Educational Council
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Phone 03 5023 7233

Description

An alliance between the Mildura and District Educational Council Inc and the Sunraysia College (Institute) of TAFE aims to provide the Sunraysia district with greater educational and training opportunities embracing a broad and diverse range of further education and vocational education and training.

The Alliance is formalisied in a document which also lists a number of benefits that would be likely to accrue from cooperation including utilisation of skilled SCOT and MADEC staff to a wider range of programs thus improving cost effectiveness and quality to both SCOT and MADEC. Other benefits incluce:

- Extension of the physical resources available to MADEC through access to SCOT facilities.
- A combined, rationalised approach and better resourced provision of education and training in outlying areas of the district.
- SCOT offers a range of previously unavailable support services to MADEC such as extensive library services, accommodation for out of town students, printing, curriculum research and development, counselling, financial management systems and so on.
- MADEC is able to offer SCOT expertise in the work placement of exit students

Although this alliance and the subsequent Memorandum of Understanding between Mildura and District Educational Council Inc and the Sunraysia College (Institute) of TAFE does not focus on providing programs that would specifically open pathways for women from ACE to VET, nevertheless it has assisted in their development.

Also fundamental to pathways has been MADEC's multifaceted approach to provision of ACE and VET and to assisting women into employment. In addition to its provision of a general education program as an ACE provider, MADEC has set up and continues to manage a Skillshare as well as an employment case management service for DEETYA. It is in the process of setting up a Public Employment Service conducts an Enterprise Development Unit. With its community based and learner centred culture, MADEC is able to offer a holistic program that meets women's educational and training needs.

A recent MADEC project consisted of documenting women's pathways. Of a sample of 26 women who participated in the MADEC NEIS program, 11 did training at MADEC either before or after NEIS. The training was either fee for service or funded and was a mix of accredited, non-accredited, vocational, recreational, hobby and leisure courses. Their actual pathways have meandered between what might be classified as ACE and VET.

CGEA for Adults incorporating VET options

Continuing Education Centre, Albury-Wodonga

Origins

This program was developed to meet the needs of young women coming through LEAP programs and needing a specially tailored course that would attract them to continue learning.

Young women interviewed on leaving the LEAP program were clear that they wanted training opportunities in the areas of child care and office skills. As they were all early school leavers, lack of literacy and numeracy skills was a barrier to further training.

The adult literacy and VET teams at the CEC worked together to identify the pathways they could provide for young women from LEAP and for clients referred by the Departments of Juvenile Justice and Corrections.

Features

This model integrates the CGEA with accredited vocational training courses. The model has features such as -

- provides adult literacy
- provides vocational training
- work experience is built in
- teachers work in teams across areas
- achievement can be credited through RPL

At the heart of these programs is the development of a culture in which students are individually cared for and which is dedicated to the development of confidence and self esteem as well as the acquisition of competencies.

Description

The adult literacy and VET teams at the CEC worked together to identify opportunities they could provide for young women from the LEAP program and for clients referred by the Departments of juvenile Justice and Corrections. For many of these women, lack of literacy and numeracy skills were a formidable barrier to further education, training and work. They realised the potential of integrating the CGEA and VET modules especially at the lower certificate levels, an area which the TAFE institutes in the region were not particularly interested.

By delivering all streams of the CGEA they could marry literacy and numeracy with vocational competencies to develop pathway options that would lead young women towards their goals.

In both the child care and office administration streams, students focus on basic skills and vocational competencies in a mix that suits their individual needs.

By completing competencies in Certificate 2 of Office Administration or Certificate 2 of Home Based Child Care participants can proceed to TAFE and are often credited with some of the competencies of higher level certificates through RPL or exemptions. Work experience in the region is integral to the program to ensure that the training is relevant and practical.

A bridging course in child care is also available in which a teacher who is both child care and literacy trained prepares students for TAFE.

Provider profile

Size **Location**

Clients

Model Integrated

Contact information

Ms Linda White
Continuing Education Centre, Albury-Wodonga
62 High St
Wodonga VIC 3690
Phone 03 6024 7322

Community House as a bridge to VET

Northern Suburbs Community Centre

Origins

The development of support for women begins with the provision of child care and preparatory education courses - the Year 10 certificate for example. This is offered for people who have missed an education for various reasons.

Features

The pathway at this centre is typical of many community houses:

- informal entry through child care
- participation in preparatory and/or craft course
- move to nanagement Committee
- TAFE or Uni vocational training with access to the community centre for support.

Description

Women use child care facilitiesand through word of mouth hear about craft and perhaps maths and literacy.

After students have undertaken a few classes and feel a part of the centre, they are invited to move onto the Management Committee (in a voluntary capacity).

The committee provides experience in areas such as accounting, forward planning, policy development and community development modelling. With this experience students have the confidence to move onto vocational study in TAFE (Welfare) and Uni (Social Work). Women are able to return to the centre to borrow from the library, to report and to discuss progress with past tutors. The Centre staff take on a mentoring role.

Student gain RPL from VET providers for modules completed at the community centre if they can demonstrate competence.

Individual women have moved from craft courses to interior design, from dressmaking to design to being employed in the industry. This is encouraged by the centre.

Provider profile

Size **Location**

Clients

Model Entry Point

Contact information

Mary Reason
Director
Northern Suburbs Community Centre
1 Archer St
Rocherlea TAS 7248
Phone 03 6326 5506

Learning English through General Courses

Continuing Education Centre, Albury-Wodonga

Origins

The Continuing Education Centre, Wodonga, is an ACE provider and offers an integrated program of accredited language, literacy, numeracy, workplace language and literacy and second chance education. Women move easily among programs following individual pathways towards their education and training goals.

It was found that women of non-English speaking background tend to be confined to language classes. This program was developed to "de-ghetto-ise" ESL students and to enhance the rate of their language learning.

Features

This is a model which integrates different components. The program -

- provides adult literacy and ESL
- develops interests in learning in other areas
- provides new contexts for language learning
- teachers team teach across language and vocational areas

The program is embedded in a learning culture in which students are individually cared for and which is dedicated to the development of confidence and self esteem as well as the acquisition of competencies.

Description

The language coordinator has developed a program and support system to encourage women of non-English speaking background to extend their learning opportunities through participation in general ACE program with activities such as line dancing, pottery and floral art which contribute to language acquisition, develop other skills and encourage social contact with other women in the community.

Language teachers team teach with teachers of computing a course which develops language skills through the CSWE and computing skills from the Certificate in Information Technology as well as an understanding of vocational learning frameworks.

Provider profile

Size **Location**

Clients

Model Integrated

Contact information

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62 High St
Wodonga VIC 3690
Phone 03 6024 7322

Starting out from CGEA

Ballarat East Community House

Origins

Ballarat East Community House operates on the basis of "supported challenge". Community House and ALBE staff focus on assisting people to move on by proposing options to women who might be suited or interested. There is an culture of "Give it a go. If you stuff up, you can come back."

To this end, there has been a focus on building initial pathways within the House especially through the adult literacy modules of the Certificates in General Education for Adults.

The pathway models at Ballarat East have been developed to meet the needs of women long out of or on the margins of formal education where 75% are unemployed or on a pension. Some are women at home and some have disabilities.

Features

This is an example of the Certificates in General Education for Adults (CGEA) as the basis for the development of pathways for women.

This model can be found in other examples in this handbook - for example Albury-Wodonga, Moreland and Mansfield and Merinda Park.

Ballarat East Community House provides the CGEA in a way that focuses on individual needs in an environment that offers support, advice and vocational courses that can be uniquely adapted to each participant's own pathway.

Description

From participation in any of a range of very short programs, women are encouraged to enrol in 4 or 5 courses which together total 12-14 hours per week. These include literacy, computing, maths, life skills and computing.

Some of the students are SIP participants who enrol in other courses to extend their training. Many SIP participants have been recruited from among volunteers and other course participants at the Community House which has led to a high level of commitment. Many participants have gone on to LEAP programs, Jobclub or the Ballarat Regional Adult Education Centre. The House has won a VET tender which will enable it to offer the Certificate in Information Technology in 1997 opening another pathway.

Employment opportunities are scarce in Ballarat so, often after completion of a course at another provider, women return to the Community House because of the opportunities it provides for support and interaction.

Other pathways which have been successful on a smaller scale have been through maths classes for women which has led some into intensive return to study courses at the School of Mines in Ballarat, and involvement as an voluntary adult literacy tutor leading women to seek further training.

Provider profile

Size **Location**

Clients

Model Entry Point

Contact information

Mr Michael Gwyther
Coordinator
Ballarat East Community House
PO Box 2038
Ballarat VIC 3350
Phone 03 5331 4107

A comprehensive range of options

Morrison House

Origins

Morrison House sees its core work as enabling individual development. The model is founded on adult literacy and basic education which was first offered at Morrison House ten years ago and in which the House has become a leader in good practice.

Morrison House has diversified its provision at very low cost to participants through the accreditation of the Certificate of General Education for Adults, and community-based adult literacy. The House then became be a registered provider of state-funded VET, tendering in the past for labour market programs such as SIP and for DEET funded pre-vocational programs (no longer available).

Features

This example is a holistic and comprehensive program carefully planned to enhance individual development and successful pathways, especially for women. It includes -

- assessment interview on entry to adult literacy course
- environment supporting women in life and learning issues
- courses are integrated into the management and operations of the House.
- Child Care Centre provides student placements and work experience as well as providing care for children of participants
- expectation is that tutors will be 'total teachers' who adapt to each learner

Provider profile

Size **Location**

Clients

Model Integrated

Contact information

Ms Jan Simmons
Coordinator
Morrison House
Old Hereford Road
Mount Evelyn VIC 3796
Phone 03 9736 1457

Description

At least 100 women participate in adult literacy and basic education classes at Morrison House each year. The age range from 15-70 includes many women of non-English speaking background who tend to be aged over 35.

The assessment interview for placement in an adult literacy course is "a vital hour" that sets the future learning scene. In the course of establishing literacy levels the interview encourages discussion of the women's past learning experiences and current options.

Morrison House sees that it is the environment that counts towards successful outcomes, when women have to meet the crises in the lives of their family.

The holistic approach is reflected in the carefully planned complement of courses in which women can proceed at their own pace from literacy to accredited training or VCE to TAFE or DEETYA training or university or work, and also in the way that courses are integrated into the management and operations of the House.

The Morrison House Child Care Centre provides the tutors for the Certificate in Children's Services, observation opportunities for women in training and student placements and work experience in care of children from 0-16 through the preschool and out of school hours services which operate on the premises.

Courses 'For Women Only'

Workers' Educational Association- Adelaide

Origins

In response to needs identified at WEA, two programs for women have been developed and, while not supported by government funding, are offered at a lower than standard fee through subsidy by WEA from its own resources.

The Certificate in Preparatory Education is also offered with the support of some government funding.

Features

Vocationally oriented ACE courses for women only are offered to develop confidence and skills for VET courses and employment together with the Certificate in Preparatory Education which focuses on literacy and basic education.

Description

Women who attend women's only courses, mainly offered as half and full day workshops, are encouraged by tutors to look at future options. Not all women who participate are seeking vocational training or work.

The Certificate in Preparatory Education is the first step for many women on a vocational education pathway. WEA has no resources for counselling but tutors are paid a little extra for advice and referrals. A focus of the program is to raise student's awareness of their learning through keeping a learning journal from which they are able to build up a portfolio of competencies which can assist in RPL.

WEA does not track women's pathways on to other providers. WEA is planning to incorporate access programs into the Certificate of Preparatory Education.

The general education program, "For Women Only" and the access course, "Women's Take a Day" comprise learning areas designed to assist women to participate in further and vocational education. WEA incorporates VET programs into its General Education Program. These include modules from the Certificates in Small Business Management, Office Skills and Preparatory Education. Although WEA is an accredited provider of VET programs, it is not funded for their provision and is obliged to offer them at WEA standard fees but with the option for participants of being formally assessed. Participants receive a statement of attendance and a copy of the course outline.

Provider profile

Size **Location**

Clients

Model Knowledge

Contact information

Educational Manager
Workers' Educational Association- Adelaide
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Adelaide SA 5000
Phone 08 8223 1272

Empowering rural women through the Law

Simpson and District Community Centre

Origins

Simpson and District Community Centre was established as a Neighbourhood House in the 1980s. Neighbourhood House activities include services and programs such as provision of government information, craft courses and other leisure activities and support for families.

The Rural Women's Outreach Project is one of four projects funded in rural Victoria to enable rural women to access relevant legal information. When the Outreach Worker came to Simpson to book a space, the Coordinator of Simpson suggested that they join forces to develop a course. The outcome was "Rural Women and the Law".

Features

Development and delivery of a course focused on women's interests led to transformations and enrolments in VET courses.

Description

The course included: law for women, contracts, workers compensation etc, and was an outstanding success. The Simpson Coordinator who herself enrolled in the course, said that transformations in the women unfolded before her eyes. She had never seen such clear evidence of the truth of the slogan, "Knowledge is power."

They all donned judges gowns and wigs for their graduation at which they were awarded statements of attainment (this is not an accredited course). Empowered by their new learning, most women have now moved into other education and training programs, a very big breakthrough for some of the women in particular who had been very isolated and had resisted community involvement.

Simpson will run the course again in 1997 and is looking at the prospect of developing and delivering an advanced course.

Provider profile

Size **Location**

Clients

Model Knowledge

Contact information

Ms Lyn Guerson
Coordinator
Simpson and District Community Centre
11 Jayarra St
Simpson VIC 3266
Phone 03 5594 3448

Women Re-Entry to Work Program

Queensland Open Learning Network

Origins

After the results of a survey revealed that while women in rural and remote areas had important decision making roles in their families, they had little access to education and training opportunities. They lacked confidence once they had been away from the work force for some time and they needed to gain new work skills and confidence in their own ability to learn.

The Queensland Open Learning Network sought funding from the Department of Employment and Training to offer the Women Re-entry to Work Program, a non accredited course which was conducted as a pilot program in 1996. The course will be accredited by Training and Employment, Queensland in 1997.

Features

The program uses audiographic conferencing - the transmission of images, text and sound between computers and telephones. Graphics conferencing is coupled with audio conferencing to provide teachers and learners with the means to share interactively both visual and auditory information.

Education and training activities may originate from any location, enabling and empowering small and large communities to deliver as well as receive courses. The modules were delivered by presenters in various locations throughout Queensland linking with other centres in different areas using audio graphics conferencing.

The delivery method became a background part of the learning process that developed out of the positive response of the women involved.

Description

The Women Re Entry to Work Program was designed to provide women seeking paid employment with skills such as job seeking, managing work and family, small business management, writing and numeracy and computing. The program consists of seven modules totalling195 hours delivered throughout all 18 Queensland Open Learning Centres from Weipa in Cape York to Barcaldine in Western Queensland and south to Toowoomba. Locations included Open Learning Centres in large regional areas such as Townsville as well as small remote communities such as Tara. In 1996, the program commenced late in March and concluded in early November.

The 450 women involved in the Program were diverse in age, educational background, length of unemployment, life experiences and goals. Some had been out of paid employment for more than twenty years.

The program set out to teach, inform and build confidence. The technology used for presentation assisted in this outcome, through interactive games, discussion and encouragement. The result was a warming to technology, a willingness to develop hands on interaction and the gaining of confidence with a new experience.

Participants established friendships and became supportive of each other. They were exposed to an exciting interactive technology that helped to change the attitude that women have difficulty understanding technology and computing. A strong relationship developed through discussion, humour and a non threatening environment.

Provider profile

Size **Location**

Clients

Model Open Learning

Contact information

Ms Anne Gooley
Director
Queensland Open Learning Network
PO Box 347, Albert St Post Office
Brisbane QLD 4002
Phone 07 3225 8888

Bringing TAFE to town

Simpson and District Community Centre

Origins

Simpson and District Community Centre was established as a Neighbourhood House in the 1980s. Activities include services and programs such as provision of government information, craft courses and other leisure activities and support for families. More formal education and training was only available if women were able and willing to travel to other centres.

Women from the Simpson district come to the community centre for many reasons often not having to do with education or training. They come in and see what services and programs are available. Many come to activities or to use resources, such as genealogy microfiches or the book exchange, while they wait for farm vehicles to be serviced.

Features

Bringing pathway access to women in a very small, isolated rural community.

- response to women's expressed needs for training
- training provided in a supportive way
- partnership with remote TAFE institute to diversify accredited VET offerings which follow on from the computer course
- course offered in fleximode with TAFE support
- courses qualify women to get employment in the local area

Participants include a wide variety of women, predominantly farmers, early school leavers, sole parents many of whose farms were sold up after divorce and who need employment.

Description

Many women in the district keep the accounts for their family farms or small businesses. The VET pathway starting point for many is one to one computer training which develops computer confidence and basic computer literacy. This training is funded by ACFEB. With 10 laptop computers provided by the TAFE institute computer training is delivered in small groups of 6-9 students working with a tutor from the TAFE institute.

For each four week course (fifteen courses have been run so far) each woman is issued with a laptop. They attend one class per week at the centre and take the computer home with them to work through the course at their own pace. They are able to contact the tutor by modem if they want assistance but more often they take their laptop to a fellow student's home where they work together.

A follow-on option is the Certificate in Business Studies and the Certificate in Information Technology. Women enrol at the TAFE institute but do not attend the main campus. Simpson runs the courses by fleximode using on campus learning materials and liaising with the institute with whom it collaborates in a problem solving approach to student needs. A tutor from the institute comes to the centre every 2-4 weeks.

A further option is the Certificate in Home Based Small Business for women who do book keeping. This also provides a pathway to the Certificate of Small Business. Women work in their homes and the Simpson Centre coordinator visits to advise them, the frequency of visits is decided according to expressed need.

Provider profile

Size **Location**

Clients

Model Outpost

Contact information

Ms Lyn Guerson
Coordinator
Simpson and District Community Centre
11 Jayarra St
Simpson VIC 3266
Phone 03 5594 3448

A hub of community activities

Buchan Neighbourhood Centre

Origins

Buchan Resource Centre is a hub of community activities and provides accommodation for a number of organisations including Buchan Neighbourhood House, TAFE Outreach and provides a telecentre in the East Gippsland telenetwork. The women of the Buchan district tend to be either locally born and bred on farms or "newcomers" living "alternative" lifestyles. Each of these two groups has a different set of interests and expectations of ACE and VET.

Women participating in accredited VET courses often do so via distance education resourced by the East Gippsland Institute of TAFE, Buchan. This enables the sharing of information among the many remote ACE providers in the region and between the community centres, the TAFE Institute and the larger ACE providers in the provincial towns.

Features

This model is an example of the 'outpost' model. Some key features are:

- a key feature is that Buchan Neighbourhood Centre is working in conjunction with TAFE Outreach to provide relevant courses
- partnership with larger agencies to enable local access to a wide variety of ACE and VET courses
- linkage among small ACE providers in remote areas
- use of distance technology to support flexible learning
- local support offered to learners

The community centre provides a variety of support: administrative, social, networking, learning environment, encouragement and fostering self worth.

Description

At Buchan there needs to be a wide variety of programs on offer . The "locals" are looking primarily for farm efficiency, as well as off-farm work. The "newcomers", who tend to be more educated, are independent learners with well developed research skills. They want courses such as drama, arts, crafts not only for their intrinsic value but often for vocational outcomes.

Women in the craft group which meets weekly decided that they would like to set up their own small business and that they therefore needed training in small business. This they could undertake by distance education through the East Gippsland Institute of TAFE with support from the TAFE Outreach Coordinator.

Some women, once they have learned a craft are eager to share their skills. With new confidence they look at possible career paths and often then embark on accredited training at the resource centre through distance education provided by the East Gippsland Institute of TAFE.

Computer courses have increased farm efficiency and safety and have also enabled women to find employment which then led to enrolment for some in accredited computer training.

Both coordinators at the Buchan Neighbourhood Centre had the experience of beginning with local craft courses before moving into accredited TAFE training which led eventually to their employment at the centre.

Provider profile

Size **Location**

Clients

Model Outpost

Contact information

Ms Debbie Chisolm
Coordinator
Buchan Neighbourhood Centre
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Buchan VIC 3885
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Outreach to small communities

Heyfield Community Resource Centre

Origins

Heyfield Community Resource Centre, like other small centres in the region (eg Buchan Resource Centre) offers programs for women in direct response to preferences and needs. Drawing on resources from a range of programs, the centre is able to offer quite a comprehensive learning program.

Most participants at Heyfield are women in their mid twenties to mid forties who left school early and who are unemployed. Heyfield has a very small proportion of people of non-English speaking background some of whom participate in programs at the centre.

Features

This example is typical of a small community which benefits because its centre is an outpost for a TAFE outreach program.

- entry to a pathway is through a general interest group such as craft or family history
- women often enrol in a basic, non-accredited computing courses
- some then move into an accredited VET course usually through the TAFE Outreach Program.

Description

Typical pathways for women at Heyfield begin with general interest or literacy courses.

From a general interest group such as craft or family history women often enrol in a basic, non-accredited computing courses and then move into accredited VET courses usually through the TAFE Outreach Program. Courses include accredited child care training, professional writing and farm related training such as Farm Record Keeping or Farm Chemicals. There is increasing interest in using the Internet and in relevant training.

Participation in literacy programs has important outcomes for tutors as well as students.

With women qualified through regional ACFE-funded adult literacy tutor training programs, Heyfield Community Resource Centre provides a one to one literacy program staffed by voluntary tutors. These tutors have formed a writing group and have produced a book of stories and poetry. Some tutors are enrolled in or have completed VET courses through distance delivery modes.

Some women from the adult literacy group have enrolled in VET courses such as child care and writing. Others formed a group which has written and produced the play "Wood and Water, Life, Love and Laughter" which traces the history of the Heyfield timber mills.

In response to community interest, Heyfield soon plans to offer the Certificate of General Education for Adults, including both the literacy and numeracy streams.

Provider profile

Size **Location**

Clients

Model Outpost

Contact information

Ms Pam Riley
Coordinator
Heyfield Community Resource Centre
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Heyfield VIC 3858
Phone 03 5148 2100

Brokering educational options

South Gippsland ACE

Origins

South Gippsland ACE has a policy of providing very little formal vocational training concentrating instead on developing very close working relationships with other local providers such as Neighbourhood Houses, TAFE , secondary colleges and University.

South Gippsland ACE focuses on providing a personal referral service and assistance in planning individual pathways thus providing the critical link between non-participation in education and training and participation in accredited courses. It realises the importance of offering a range of products and services and of the value of good will in the community.

Features

This may be described as a 'process and brokerage' model, where collaboration with other providers is a key strategy.

The focus is on advice, referral and support for students as well as a carefully planned flexible program that will assist students into courses at other local education providers.

Description

Provision of short practical courses which are not costly in people's time but get them under way often towards further education or vocational training. The demand is for courses of 8-12 hours in areas such as computers, administration.

Many women use general adult education courses as the basis of skills development required to generate income through small business ventures. 30% of enrollees in cake decoration are pastry cooks who cannot get to Melbourne for training (there is none available from TAFE in the region) and use the course to develop their skills.

Community rehabilitation services use South Gippsland for their clients and pay for enrolment in a range of general education courses from lead lighting to cake decorating. The rehabilitation services value these courses for their contribution to social skills and development of confidence and self esteem in their clients.

Another feature id the provision of high level professional development for teachers in the Gippsland region in conjunction with Monash University (Churchill Campus). All schools receive PD funds from the Department of School Education and buy into the PD program as partners. The PD is customised to their requirements. There are 70 schools in Gippsland from which there were 790 enrolments (80% of Gippsland teachers). The training provides credits towards a Graduate Diploma at Monash.

Provider profile

Size **Location**

Clients

Model Partnership

Contact information

Mr Ned Dennis
Director
South Gippsland ACE
PO Box 193
Leongatha VIC 3953
Phone 03 5662 2236

Co-operating agencies create pathway choices

Lalor Living and Learning Centre

Origins

Pathways for women were part of the plans and thinking when Lalor L & L C began operations. Initially, the predominantly migrant community of Lalor had no concept of adult education and the centre aimed to create a consciousness of adult education.

The program has many facets. Education and training were certainly beneficial in relation to employment but also important so that mothers could develop an understanding of social security, legal and schooling systems. Grandmothers, often child-carers, also needed these understandings. Women, at first reluctant to take what they saw as favours from the centre, had to be convinced that the taxes that their families paid entitled them to these services.

Features

- The Centre has an environment that is culturally congenial
- Analysis of education and training opportunities in the area available for women who are from culturally and linguistically diverse backgrounds
- Opportunity for women to mix and match modules of accredited ACE and VET courses
- Formal and informal counselling is available at the centre
- Cooperative planning with other relevant local agencies

The pathway model is founded on mutual respect, informed choice, an appropriate range of provision and encouraging participation on the basis that it is "an entitlement, not a favour".

Provider profile

Size **Location**

Clients

Model Partnership

Contact information

Ms Ivana Csar
Coordinator
Lalor Living and Learning Centre
1 Cyprus St
Lalor VIC 3075
Phone 03 9465 6409

Description

Lalor has developed a program of courses and support systems to enhance women's education and training opportunities. Participants are predominantly women of non-English speaking background aged 40+ years many of whom have been retrenched or have become isolated through widowhood and adult children moving to other areas of Melbourne.

The profile of Lalor L & L C's committee of management matches the profile of the community it serves which is of great assistance in making the centre's environment culturally congenial.

Tutors at Lalor undertake ongoing professional development as part of their employment contract. This has included accredited training.

Formal and informal counselling is available at the centre. Women are assisted to make informed choices about the pathways they will follow.

Lalor participants engage in relevant, practical projects eg some members of the small business group undertook marketing and conference organisation for the local, newly constructed art and convention centre.

The Centre is able to respond quickly to provide training for women to exploit new employment opportunities such as those provided by the completion of a new local shopping centre.

Lalor has an informal agreement with the local Kangan Institute of TAFE to provide places for each others' students as women move between the two for different modules.

Adult literacy partnership

Davoran Park Community Centre

Origins

Davoran Park residents are among the most disadvantaged in Adelaide. Large numbers of people are living in poverty and suffer social isolation, domestic violence, unemployment, lack of education. Many are non-English speaking or Aboriginal. The centre works out of a holistic, person centred view of learning which makes it essential to offer a diverse and balanced program to meet any one person's variety of needs.

Collaborating with other organisations in the community is a key principle, leading to mutual assistance and joint projects to meet specific community needs. Davoran Park works closely with the Family Resource Centre, TAFE, the CES, Skillshare and the local adult re-entry college.

Features

This is a successful example of a partnership model with an effective integration of different components:

- a tripartite agreement with TAFE and Skillshare
- consortium delivering adult literacy
- pathways based on the development of life skills and literacy
- voluntary adult literacy tutors
- holistic, person centred view of learning

Project funds shared between each member of the consortium so that unlike other "partnership" arrangements, the smaller provider is not exploited by the larger.

Description

For many women, even coming through the door of the Davoran Park Community Centre is an achievement. Pathways for women are offered first through the development of life skills, literacy skills and confidence and, when women are ready, the move can be made to accredited prevocational training.

To assist people develop literacy skills, Davoran Park formed a tripartite agreement with Para TAFE Institute and Para Worklinks (the local Skillshare) which tendered successfully to deliver adult literacy across the northern region of Adelaide.

Voluntary adult literacy tutors are trained with special emphasis on working with people with the least literacy skills. Voluntary tutors then work on a one to one basis with students until they are ready for the next step which is to accompany their tutor to a meeting at TAFE with another student and their tutor. With sufficient skills developed, the student then moves into the Prevocational Certificate training at Para TAFE.

Both Para TAFE Institute and Para Senior College offer carefully designed programs in a friendly environment and with plenty of personal support for students. Women are keen to enrol in their programs once they are confident of themselves as learners and of their basic skills.

Davoren Park chooses to explore other funding options for service delivery if possible, because the amounts available through ACE funding are not commensurate with the effort needed to attract and account for them.

Provider profile

Size **Location**

Clients

Model Partnership

Contact information

Ms Clare Dilliway
Director
Davoran Park Community Centre
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Davoran Park SA 5113
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School - ACE collaboration on computing

Gravesend Adult Learning Association

Origins

Gravesend Adult Learning offers a broad range of courses, combining user pays and funding acquired from submissions from bodies such as the Rural Assistance Authority. Courses include crafts, gardening, computing, first aid, and farm chemicals. For the most part local women are very under educated and falling even further behind. Communications are expensive and most residents are far from the nearest TAFE campuses who have no presence in any of these small communities.

With Commonwealth Government funding, the coordinator of Gravesend also conducts training workshops and acts as field worker and support person for child care workers in the district.

Features

This is a partnership model in which the partners are the central school and a small community adult education centre, in the absence of outreach from TAFE.

The model has the following features:

- mix of old and young students in classes
- delivery is funded by the school in the form of time off in lieu for the computer teacher
- Department of School Education in NSW staffing formula allows schools extra teaching hours for adult enrolments
- extra enrolments have bolstered the school's overall funding

Description

A computer course devised by Gravesend in partnership with the central school in the isolated township of Collarenebri and funded by the NSW Board of Adult and Community Education. The course is the first opportunity for women in this isolated region to access accredited training.

'Confusing Computers' attracted 26 enrolments, 22 of whom are women from farming, retail and service industry backgrounds. Of these 16 adults, 12 women and 4 men, aged from their thirties to their fifties, enrolled in the HSC subject, Computing Applications which is delivered over two evenings per week.

Despite their panic in the face of the first assessment task, the students performed outstandingly well.

Delivery of Computing Applications is funded by the Collarenebri Central School in the form of time off in lieu for the computer teacher. The extra enrolments have benefited the school in that the staffing formula of Department of School Education in NSW allows schools extra teaching hours for adult enrolments. This has helped combat the problem of a reduction in overall funding to the central school.

Everybody has benefited from these computing classes, the school, the continuing students, the Gravesend Adult Learning Association, the farms and businesses of the Collarenebri community and, not least, the students themselves.

While not, strictly speaking, vocational education and training, the provision of this course has filled a vacuum in the training system.

Provider profile

Size **Location**

Clients

Model Partnership

Contact information

Ms Diana Quinn
Coordinator
Gravesend Adult Learning Association
West St
Gravesend NSW 2401
Phone 067 297 033

Women in transition

Byron Place Community Centre

Origins

Since 1994, Byron Place has offered a holistic approach to learning literacy, numeracy and basic life skills in an environment which operates on a Rogerian learner centred model. The model is founded on the principles of unconditional positive regard and self paced, student centred learning to develop self worth, self directedness through learning to make choices and interpersonal validation.

The Centre and the local TAFE Institute together have developed a literacy and numeracy program designed to meet the needs of very disadvantaged people in the Adelaide community.

Features

This is an ACE-TAFE partnership model whose success is heavily dependent on the life skills coordinator's freedom from the usual TAFE policy constraints to be able to conduct learning activities to suit participants' very particular needs.

It is also highly dependent on staff having highly developed understanding of the participants and a commitment to a learner centred and positive culture.

- focuses on severely disadvantaged women
- holistic approach to learning
- flexible approach to needs-based program
- collaboration of agencies in resourcing
- innovative program seeking accreditation

Description

The initial assessment interview is a very important process for each course. The teacher and participant collaborate to develop an individual program which sets realistic goals. Delivery of the program is sufficiently flexible to allow each participant to proceed at their own pace, dropping in and out according to life circumstances. Life and careers counselling, often informally, is available as required.

All participants have their own, individual support worker who often accompanies them to classes to offer on the spot support to cope with past experiences (including very negative schooling experiences) and the emotions that frequently bubble up to the surface during group activities. Frequent breaks, tea, coffee and food are available to provide comfort for participants' short concentration span which is the norm rather than the exception.

Participants are also assisted with taking up housing, tackling addictions and compliance with medication regimes, encouraged to develop positive attitudes and interpersonal and social skills as well as to learn to take responsibility for themselves, their choices and their actions. Staff are committed to being realistic about participants so as not to set them up for failure.

Using ACE project funds, TAFE funding of the literacy program salary and support from Adelaide Central Mission, Byron Place Community Centre is writing curriculum and seeking accreditation for a living skills course which is not work based.

Provider profile

Size **Location**

Clients

Model Partnership

Contact information

Ms Cherilyn Graham
Coordinator
Byron Place Community Centre
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Adelaide SA 5000
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Voluntary tutors in an ACE-TAFE venture

Aldinga Community Centre

Origins

Aldinga Community Centre is a Community House which provides pathways for voluntary literacy tutors into VET through accredited tutor training courses.

The Centre has long offered language and literacy learning opportunities for people in the community. Language and literacy is taught mainly on a one to one basis by voluntary tutors, mainly women.

The program has been developed in partnership with TAFE. ACE funds TAFE to deliver the Good Practice for Adult Literacy Volunteer Tutors module of the Certificate 4 in Community Services.

Features

A complementary pathway model which provides pathways for women both as voluntary tutors and as adult literacy students.

- the volunteer tutoring is itself a pathway to further vocational learning in TAFE
- the program is a partnership between ACE organisations and TAFE institutes
- the ACE Support Unit has played a role in facilitating the program
- the pathway is a set of experiences, not just a set of courses

Often the volunteer tutor trainee has been a Centre user before becoming a voluntary tutor.

Description

Aldinga draws voluntary literacy tutors from participants in other programs at the Community House, through advertisements and people at the local volunteer centre.

The volunteers gain skills, knowledge and confidence to enable them to engage in education and training courses. Aldinga encourages volunteer tutors to enrol externally and work from learning materials, while supporting trainees through individual mentoring and mentoring meetings.

Adult literacy students can then move from the volunteer program to the Certificate in Preparatory Education, delivered jointly by Aldinga and TAFE at Aldinga, then into TAFE for completion of the certificate which in turn provides a pathway into the Introduction to Vocational Education Certificate offered by TAFE.

Voluntary tutors can move into accredited training and are qualified to proceed with the whole Certificate of Community Services and/or to seek paid employment.

A similar training program for ESL voluntary tutors is currently being developed by TAFE. Aldinga plans to offer this course late in 1997 and, since the centre is not an accredited provider of VET, it will form a joint venture with TAFE which will auspice the delivery.

Provider profile

Size **Location**

Clients

Model Volunteer Work Into Vet Training

Contact information

Ms Jill Harvie
Coordinator/Regional ACE Officer
Aldinga Community Centre
PO Box 81
Aldinga Beach SA 5173
Phone 08 8556 5940

Access through volunteer training

Deer Park Community Information Centre

Origins

The Deer Park Community Information Centre is a neighbourhood house and a registered ACE and VET provider. It brings together different options with a high level of individual and group support and counselling. There is a clearly articulated developmental model based on actual experience and successful outcomes.

A joint effort by many people involved at the Deer Park Community Information Centre to meet the needs of women in their community including women of NES background, women with disabilities, sole parents, early school leavers, women who have experienced domestic violence and women with community service orders. Many women coming to the Centre are referred from other agencies or from other Deer Park programs eg from a domestic violence support group or from the Centre Against Sexual Assault.

Features

Deer Park Centre has an internal pathway bringing together a number of components:

- external work experience found through networking
- support for VET in another provider
- uses a volunteer training model which is competency based and includes generic skills as well as administration, clerical and communication areas.
- documentation of experience and qualifications and RPL assessment

Description

At Deer Park the Volunteer Coordinator will suggest that a woman join the Centre Support Group (funded by Dept of Human Services) or the Taking Control Group (ACFE funded)

The next step is an invitation to join the Deer Park Centre Volunteer Program. Then, Deer Park looks for workshops or personal development courses being run by other agencies in the area. If the woman would like to become involved in study, the Coordinator suggests that she join one of the accredited VET modules that the Centre conducts or enrol in a course at VUT (eg a Certificate of Occupational Studies) in an area she is interested in. The centre meets some or all of the costs.

After 3 months as a volunteer at Deer Park each woman is invited to select an area of work in the Centre that will complement her training course. She then spends a half day in training such as a community legal module and a half day doing supervised legal work for the Deer Park Centre.

The Coordinator suggests that each woman join a relevant committee or working group in the community (eg at the local Legal Aid Centre) to get real life experience and to learn the jargon and processes, to become familiar with relevant documents and publications and to develop relevant networks to assist her in her search for work. This experience is also an asset on her resume. Each woman throughout the process is assisted in documenting her experience.

Provider profile

Size **Location**

Clients

Model Volunteer Work Into Vet Training

Contact information

Ms Chris Momot
Coordinator
Deer Park Community Information Centre
Shop 95a, Neale Rd
Deer Park VIC 3123
Phone 03 9363 1811

Flexible delivery to learn management skills

Association of Neighbourhood Houses and Learning Centres

Origins

Having long observed the overwhelming need for training for members of committees of management and staff in neighbourhood houses and frustrated by the dearth of professional development funding available, the ANHLC saw the potential of the ANHLC, sought registration and successfully tendered for funds to deliver the Short Course in Management for Community Based Committees in three locations.

Buoyed by the success of these courses, the ANHLC aimed to expand this training program to the staff of Neighbourhood Houses as well as Committees of Management. It successfully tendered not only for 10 Short Courses but also to deliver four modules of Certificate IV in Community Services (SACS Management), each in two locations.

Features

The Model: Training uses a community development model - responsive, participative and collaborative in design and delivery.

Customisation: Close attention is paid to the needs of each group so that each course embraces diversity of learning needs and culture. Attention is also given to selecting venues most appropriate to the training.

Trainers: are carefully selected for the quality of their training, the diversity of their experience and skills, including familiarity and experience with neighbourhood houses, commitment to quality, access and equity and also for the level of support they offer participants.

Child Care: is built into each course (no extra cost)

Trainer Support: Access to a peer support network and professional support and supervision are provided.

Provider profile

Size **Location**

Clients

Model Facilitative

Contact information

Mr Andrew Donovan
Training Coordinator
Association of Neighbourhood Houses and Learning Centres
535 Swan St
Richmond VIC 3121
Phone 03 9427 7766

Description

Need is constantly shifting and in 1996 ANHLC negotiated to use funding from the State Training System on delivering eight Short Courses and five modules of SACS Management.

Short Course in Management for Community Based Committees: Two courses were delivered in rural areas and six in the Melbourne metropolitan area.

Of the 92 participants in the eight courses, 90% were women the greatest majority of whom ranged in age from 35-55. Two identified themselves as Aboriginal and six as having a disability. Some (number not known) were of non-English speaking background. Four of the participants with disabilities were members of the committee of management of a community based disabilities service, an outcome of ANHLC opening the training to other community managed organisations. 81 participants graduated from the course.

Certificate IV in Community Services (SACS Management): One module was delivered in a rural region and four modules in the Melbourne metropolitan area. 49 participants attended the 5 modules of whom, again, 90% were women. The great majority were coordinators of neighbourhood houses but a few were committee of management members who accompanied their coordinator.

Outcomes: ANHLC is recognised as the leader of best practice in community management training in Victoria by the community sector, by the State Training System and by ANTA.

In the sector, employers seek training advice, professional development, mediation and trainer supervision. ANHLC is developing a register of approved trainers for the sector. It has collaborated with VCOSS to set up a network of training coordinators from all peak bodies and non-profit organisations such as the Brotherhood of St Lawrence. This group is developing a guide to all management training available to the community sector in Victoria including that delivered by TAFE.

Because the approach to planning and delivery of training has been so successful, the Centre is called upon to critique training curriculum and delivery beyond the community sector. It has also attracted management development funds from the Office of Training and Further Education through the META program is currently short listed for implementation of the program, Quality in training: Demonstrating Best Practice in Vocational Education and Training.

Computers support literacy programs

Torrens Valley Institute of TAFE

Origins

The Torrens Valley Institute literacy program is offered through two certificates, the Certificate of Preparatory Education (CPE) and the Introduction to Vocational Certificate (IVEC).

Features

Computers are used for access to information and word processing as well as to access the learning package. A sense of power and control over individual learning develops as the women pace their own learning and so take responsibility for their own progress.

Description

The Certificate of Preparatory Education is delivered using the PALS software, an interactive learning package which is phonic-based and concentrates on good speaking and listening. Women with low level reading skills are encouraged by their successful experiences. Women who had difficulties with schooling, find it motivates them to learn and this has made the delivery package particularly popular and effective. Learning becomes a personal challenge and the learner develops learning independence and no longer feels threatened by "the teacher looking over her shoulder". Using this package also has the advantage of developing confidence and skills so that computers become a tool and lose their threatening mystique.

The course is offered full time for 6 months but with great flexibility to suit women's individual needs. From the initial assessment interview, some women have found that they can fast track into vocational education and training programs.

Women enrolled on the program are aged between 16 and 50. Although no particular age range is targeted, a large number of young women choose the program because it includes vocational training. Not many women of non-English speaking background enrol in the program. A woman returning to study can enter with any level of literacy skills. Following an initial interview which helps identify possible pathways, informal attention to pathway planning is continuous. A woman will not be allowed to fail no matter how slowly her skills develop. If she experiences particular difficulties, emotional or educational, assistance is offered by the institute's learning support counsellor.

Other factors contribute to the success of the program. To suit women's life patterns, courses run between 9.30am and 3.00pm. The course is also supported by child care which is available on site.

Staff have created a welcoming and comfortable learning environment in which emotional support and mutual peer support are the norm. Informal interaction with lecturers as well as regular journal reflection enable staff to pick up any problems before they really emerge. The supportive environment resembles a large extended family that provides an informal relaxed and welcoming environment where women feel safe.

Provider profile

Size **Location**

Clients

Model Open Learning

Contact information

Ms Tess Simpson
Coordinator, Literacy & Numeracy Program
Torrens Valley Institute of TAFE
Blacks Road
Gillies Plains SA 5086
Phone 08 8207 1107

TAFE credit for ACE - statewide transfer

Eastern Metropolitan Regional Council of ACFE

Origins

The Eastern Metro Regional Council of ACFE in Victoria recently developed a project to improve linkages between community providers and TAFE. The project recognised that simple agreements about informal credit transfer developed over the years had become complex. The aimed to clarify a range of coherent models of credit transfer applicable in the current training environment.

The project originated in 1995 out of the need of participants in ACE providers for formal recognition of vocational competencies developed in the CGEA General Curriculum Option or in other non-accredited VET courses.

There are two other examples of facilitative arrangements by this regional Council, see also "TAFE credit for ACE - local level".

Features

This is an example of a state-wide strategy to facilitate pathway development. This is a model for negotiating credit transfer between ACE providers and TAFE institutes via state-wide credit transfer process.

Description

A state-wide credit transfer process:

1. Identify relevant VET course
2. Identify matching outcomes/competencies in the modules of the VET course including reference to conditions within the courses eg, teacher qualifications, resources, assessment
3. Draft credit transfer arrangements and write progress report
4. Consultation with the Curriculum Maintenance Manager of the relevant VET course re the draft Credit Transfer Arrangements
5. Final Credit Transfer Arrangements drafted
6. Credit transfer arrangements formalised via state VET accreditation system either through the Curriculum Maintenance Manager to relevant Industry Training Accreditation Board (ITAB) if using an accredited VET course or (b) through Vocational, Education and Training Accreditation Board when credit transfer is included in the ACE provider course for accreditation.'

The statewide process allows a student from an ACE provider credit transfer at ANY TAFE institute (or VET provider) statewide offering the relevant VET course. However it is unlikely that any links would be developed with a TAFE institute other than the curriculum maintenance TAFE institute.

A pilot project saw four providers in the Hawthorn area of Melbourne form a consortium to map VET competencies in social and community services curriculum to the General Curriculum Option of the CGEA.

Provider profile

Size **Location**

Clients

Model Facilitative

Contact information

Ms Judy Walker
Eastern Metropolitan Regional Council of ACFE
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Box Hill VIC 3128
Phone 03 9889 9799

Arts as an entry point

Hunt Club Community Arts Centre

Origins

The centre has traditionally attracted women mainly of English speaking background but changes in staff and policies are encouraging a broader range of participants, particularly young women and women of non-English speaking backgrounds.

Features

Provision of arts classes and activities by an ACE provider in a region in which very few such opportunities exist given that there are no Arts courses available in the region through either TAFE or Universities.

Description

The centre is focusing on bringing in a more diverse range of tutors and participants and developing a sharing and inclusive community of people practising and interested in different aspects of the arts.

More opportunities are being developed for centre participants to plan and mount exhibitions of local art and craft work.

Key strategies are to assist artists and aspiring artists in developing confidence and skills, not only in creating arts, but in mounting exhibitions, self promotion, handling media and marketing. Independence and initiative are encouraged through involvement in practical and community projects.

Provider profile

Size **Location**

Clients

Model Feeder

Contact information

Ms Jeanette Goedemoed
Hunt Club Community Arts Centre
Deer Park VIC 3063
Phone 03 9363 3877

Tailored course maximises success

Para Institute of TAFE

Origins

Since 1980s, the Women's Education Unit at Para Institute has offered the Certificate in Women's Education.

Options are to combine business studies modules at levels 2 or 3 or, for women wanting to enter university, level 4 modules are provided.

Features

Features of the course include:

- close liaison with JET advisers who refer many women to the program
- low fees
- child care on site, although not in the evenings
- flexible entry, exit and course load
- close links with community organisations such as the Community Health Centre, and Community and Neighbourhood Houses which support the program and recognise its value
- nature of delivery - women only environment
- links with university

Description

What makes a difference is "not so much the content of the course but what supports women to succeed."

Most of the participants in the program are women aged between 25 and 45 who have been out of education and paid work for some considerable time. To attend the 12-15 hours per week that the course requires, most begin when their last child starts school. A few Aboriginal women and women from non-English speaking background participate but more often attend other programs whose focus is directed toward their specific needs.

The core curriculum includes:

- communication skills
- return to study
- research and essay writing skills
- library skills
- women in society
- using computers for learning
- career planning

Provider profile

Size **Location**

Clients

Model Facilitative

Contact information

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Para Institute of TAFE
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Explanation of symbols

Size

Smaller provider

Larger provider

Client group

Women from a language background other than English

Rural and isolated women

Aboriginal and Torres Strait Islander women

Socio-economically disadvantaged community

Women with a disability

Location

Isolated rural or remote location

Rural urban location

Suburban/urban location

For further information please contact
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